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Human Relations
in the
Classroom

❧ COURSE I ❧

by

H. EDMUND BULLIS

and

EMILY E. O'MALLEY



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HUMAN RELATIONS IN THE CLASSROOM

COURSE I

ACKNOWLEDGMENT

This book is gratefully dedicated to Commander Melvin Maynard Johnson, LL.D., whose great vision and enthusiastic support made possible the organization of the Committee on Research in Dementia Praecox, financed for the past eleven years by generous grants from the Supreme Council, Scottish Rite Masons, Northern Jurisdiction. This Committee through Commander Johnson's interest, helped finance early experimental Human Relations Classes and also helped make the publication of this book possible.

PREFACE

In 1932 the President of the Carnegie Foundation for the Advancement of Teaching said to Dr. C. M. Hincks, distinguished Canadian psychiatrist and to me, "You, in the mental hygiene field are making little real progress with educators with your philosophical lectures, pamphlets and books. Our teachers need something to help them meet the every day pupil adjustment problems of their classrooms. They need simple mental hygiene manuals and practical lesson plans to help their students to gain insights regarding their emotional problems."

As the years passed, mental health statistics became more alarming. Psychiatric interest continued to be focused on child guidance clinics and therapeutic services. In 1940 I resigned as Executive Officer, The National Committee for Mental Hygiene, to endeavor to work out practical means of introducing the teaching of positive mental hygiene principles to normal children in public schools. I wished to develop and try out positive mental hygiene lesson plans, which from the beginning I called Human Relations Lesson Plans.

At this time, Dr. M. A. Tarumianz, outstanding psychiatric leader of Delaware, invited me to come to Delaware to start this experimental work under the auspices of the Delaware State Society for Mental Hygiene. Shortly after, the Committee on Research in Dementia Praecox (financed by the Supreme Council, Scottish Rite Masons, Northern Jurisdiction) and Mrs. Henry Ittleson of New York City also made grants to my work. This combined financial support made it possible for my capable teaching assistant, Emily E. O'Malley, and me to carry on our experimental work in a number of schools in the State of Delaware, in Nassau County, New York, and in Brooklyn, New York. We had enthusiastic cooperation from the Delaware State Department of Public Instruction, the New York City Board of Education, Hofstra College, the University

of Delaware and the superintendents, principals and teachers of the schools in which we were trying out our Human Relations Classes.

Shortly after Pearl Harbor this experimental work was discontinued due to my being called into the service of the United States Army for four and a half years. On my return to civilian status, W. W. Laird, then President, and Dr. M. A. Tarumianz, Director of the Delaware State Society for Mental Hygiene, invited me to return to Delaware to continue with my experimental Human Relations Class Project for a five years period to see if this work could really be proved, in that period, to be helpful in making Delaware school children more emotionally mature.

The first year's work has progressed satisfactorily. Through the able leadership of Nathan Hayward, Jr., President of the Delaware State Society for Mental Hygiene, finances have been secured, largely from the United Community Fund of Northern Delaware, Inc., to carry on our Human Relations Class Project.

A large percentage of the sixth-grade classes in the public schools throughout Delaware now have Human Relations Classes once weekly. Many hundreds of schools outside Delaware are also trying out these lesson plans, largely as a result of the article "Teach Them How To Live" by Howard Whitman, which appeared in the June, 1947, issue of *The Woman's Home Companion* and also in condensed form in the July, 1947, issue of *The Reader's Digest*.

The authors of this book are also indebted to G. Colket Caner, M.D., author of "It's How You Take it" (Coward-McCann, Inc., N.Y.C. — \$2) for many ideas used in these lesson plans. This book, by the distinguished Harvard psychiatrist written in simple language, should be in every school library.

Human Relations in the Classroom—Course II has been tried out experimentally in many classes that have completed Course I and has now been published. Course II textbook contains thirty lesson plans and six teacher aids, and can be obtained at \$3 per copy from the Delaware State Society for Mental Hygiene, 1404 Franklin St., Wilmington 35, Delaware.

H. EDMUND BULLIS

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Introduction

TEACH OUR CHILDREN HOW TO LIVE*

By

HOWARD WHITMAN

The rosiest glow in a generation is edging into the pallid cheeks of our American school system. Perhaps the worst failure of our schools has been that they've taught the children everything *except how to live*. But today the Delaware schools are meeting that reproach head on by bringing life's most serious problems right into the classrooms. As never before, they are preparing children for the business of living.

The new project is called Classes in Human Relations. Personal strength and weakness, fear and envy, love and hate, honesty and pride are the subjects. Having learned all about Pi R squared and Timbuktu, the children are at long last learning something about themselves and the eddies and the shoals of life itself. We see all around us people who have never learned to live with themselves, let alone live with others. But mostly we just view with alarm. In Delaware something positive is being done—right down at the roots.

Though less than a year old, the project has already drawn auspicious notice. Johns Hopkins University sent a delegation to visit the classes. Both the American and the Canadian National Committees for Mental Hygiene—even the interim commission of the World Health Organization—have followed every move with avid attention.

"Just what are they trying to accomplish?" you may ask. In a nutshell they are trying to strengthen children emotionally. As H. Edmund Bullis, director of the program, said to me, "In the past our schools have put all the emphasis on

*As a result of this article, *Teach Our Children How to Live* by Howard Whitman, which appeared in the June *Woman's Home Companion* and in abridged form in the July *Readers Digest*, the Delaware State Society for Mental Hygiene received thousands of requests for Human Relations lesson plans. Because of the great demand, this edition of *Human Relations in the Classroom—Course I* was hurriedly printed. The Delaware State Society for Mental Hygiene appreciates very much the courtesy of the *Woman's Home Companion*; of Howard Whitman, the author; and of Lisa Larsen, the photographer; in allowing this splendid article and its interesting illustrations to be reprinted as an introduction to this book.

—H.E.B.

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developing children intellectually and physically. We want them to grow up with robust personalities, able to go through life on an even keel."

How important is this? The statistics make you shudder. Of every hundred school children in the United States, failure to reach emotional maturity will blight the lives of thirteen. Four will end up in mental hospitals. One will turn to crime. Eight will be shattered by emotional breakdowns.

This is the frightful waste the Delaware project is aimed against. It may be one answer to the problem posed by Albert Deutsch in the article *Catch Me Before I Kill*, in the *March Woman's Home Companion*. But equally it aims to enhance for all children the enjoyment of living, to gird them for more joyous productive lives and to start them on the path toward what often has been called the greatest human treasure: peace of mind.

How does a human relations class work?

It begins with a story the teacher reads from a prepared lesson plan. It is selected to illustrate the day's theme—Emotional Problems at Home, That Inferiority Feeling, How Emotions Affect Us Physically.

After the story the children analyze the emotional forces involved, isolate and discuss the conflicts and problems of the people, evaluate their personalities. Then, as the cream of the lesson, they talk about themselves. Have they ever felt these emotions? What have they done about it? Have they ever faced a similar problem? How did they solve it? In free and open discussion the children have no hesitation about admitting the emotions they feel, however unpleasant. That is one of the great values of the classes. Each child gets a healthy sense of relief at discovering that he is not the only one who ever told a lie, or was afraid, or felt greedy.

In a sun-streaked classroom of Claymont School, teacher M. Virginia Mason met with her class of sixth-graders for their eighth lesson—Our Unpleasant Emotions. Previously these children—the girl with the hair like corded cotton, the boy with the corduroy trousers and loud plaid shirt—had learned something about their inner selves. Any one of them could have told you: "Our intellect deals with what we *know*. Our emotions have to do with what we *feel*. Most of the other school classes concentrate on *knowing*. This class deals with *feeling*."

The story for lesson eight was about a soldier who had



Sixth-grade class in human relations at Claymont School, Claymont, Delaware.



Same class, and he's intensely interested. The subject is unpleasant emotions.



She's saying fear can be very unpleasant.



Discussing daydreams—Ray wants to be a jockey.

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gone AWOL in North Africa. He had failed to understand the emotion of fear.

"Fear is certainly an unpleasant emotion," Miss Mason remarked. "What are some other unpleasant ones?"

The children popped up with a dozen to list on the blackboard: hatred, anger, worry, sorrow, jealousy, rage, envy, greed, inferiority, gloom, shame and anxiety.

"How do some of these affect us?" Miss Mason asked.

Joanne raised her hand. "One time I thought I had lost a schoolbook. I was afraid you were going to bawl me out. I worried about it and I couldn't sleep that night."

"Just for the record, how did the incident turn out?"

"Well, I hadn't lost the book at all. I was frightened and I worried all for nothing." It didn't take any moralizing on Miss Mason's part to drive home the lesson that most of the things we worry about never happen.

Dick said, "When I'm afraid I get so weak in the legs I can hardly stand up."

Johnny told of riding a horse on his cousin's farm and how a neighbor boy frightened the horse and made it bolt. "I fell off and, gee, I was so mad at that boy I could have killed him."

Soon even the most reticent, the big boys in the back seats and the shy girls with braids and glasses, were talking freely. Their relief at being able to unlock the doors of pent-up feelings was obvious.

"All these are perfectly natural and normal emotions. We don't have to be afraid of them. We all have them," Miss Mason said. Returning to the story of the soldier, she asked:

"Is there anybody here who has never been afraid?"

Only one boy raised his hand. "Well, you're lucky," she remarked. "No, maybe you're not, because fear can be our friend."

The children quickly leaped to the benefits of the emotion of fear. Jeanne told how being frightened in a roller coaster made her hold on tighter, how even the perspiration on her hands helped her grip the safety bars more securely. Donald told how his fear of a Great Dane made him keep his distance and avoid being bitten. Rudy said fear made him swim faster that time he saw a snake in the water.

Such talk quickly led to a separation of the real fears from the unreal ones, the fears which protect us and the fears which make us ineffective.

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Dick got up. "When I was a little kid I was scared to go up in the attic."

"How did you overcome it?" Miss Mason asked.

"I just went up in the attic one time. There weren't any ghosts, so I wasn't scared any more."

Miss Mason summed up: "We should remember that we are often afraid of something because we really don't understand it. We must try always to look at it squarely. We must learn to live with fear, to use it up as we go along—not let it pile up within ourselves."

That piling up—"repression," the doctors call it—accounts for much mental illness in later life. Psychiatrists often have to dig back into those piled-up childhood emotional experiences to get an adult straightened out—usually a long and costly procedure. The Delaware plan assumes it is better to resolve these emotional tangles as we go, rather than have them catch up with us twenty years hence.

As I went from school to school I could see the infinite variety of problems children face. In one class was a girl who had lost a leg. When the hour on Overcoming Personal Handicaps came around she got up and said, "I want you to treat me like anyone else. I don't want you to try to carry my books." All at once the other children felt more comfortable and so did she. They didn't have to whisper or pretend they didn't see. She was one of them.

In another class an immigrant boy with a foreign accent found himself isolated from the others. Lectures on tolerance didn't help. But one day the story in human-relations class had a character with a foreign accent. Understanding, as it always does, made mincemeat out of prejudice. From then on the immigrant boy belonged.

At the Absalom Jones School in Wilmington, one of the human-relations stories told of an embittered news photographer who refused to eat at the same table with Filipinos. It touched on a basic problem in the lives of the Negro children in the class. Why wouldn't the photographer eat with the Filipinos? Finally Jesse raised his hand and ventured in a cracking voice, "Race prejudice?"

Then Ulysses told of being refused service in a restaurant at Wilmington. Benjamin said two white boys walked away when he sat next to them at a boxing match. Helen wondered why one church welcomed colored people but others didn't.

TEACH OUR CHILDREN HOW TO LIVE

What can be done about it? "We've got to grow up and learn more about each other," Constance said. After class the school principal, John A. Taliaferro, told me, "Our studies in human relations have really helped in race relations. Whenever incidents occur we try to talk them out to see what we can do to eliminate ill feeling."

For children adrift on the tides of puberty a constant worry is the boy-girl relationship. In human-relations classes it is cleanly and honestly oriented to four inner human drives: self-preservation, adventure, interest in the opposite sex and recognition. It was refreshing to hear boys and girls speak openly, somewhat nobly, in fact, of "interest in the opposite sex" as a powerful driving force of human beings.

It was reassuring too to hear this inner drive tied to the emotion of love rather than shame or vulgarity. S. Marcellus Blackburn, a school principal, remarked, "My boys, all on their own, have been erasing things off the walls of the washrooms."

Delaware's new kind of schooling gives children insights into themselves. From this self-understanding they achieve self-tolerance, from which stem tolerance and love of others.

At the Booker T. Washington School in Dover, Mildred P. Taylor was guiding her eighth-grade class through lesson six—How Emotions Are Aroused. "How many in the class have ever felt greedy?" she asked.

First one hand went up, haltingly. Then a few others. Finally every hand in the class was up and the children laughed and tittered gleefully, relieved at their little confession to basic humanness—and relieved that they didn't have to be ashamed of being human.

Mrs. Taylor told a story about herself, how she disobeyed when she was a girl and got a spanking for climbing a fence. The children carried the ball from there. A shy fellow said, "Once I hitched a ride on a wagon and got hurt. I was scared to tell my ma because she might spank me, so I just told her a dog got after me." Again there was no moralizing. The catharsis alone was enough.

Even in the face of imponderables, the children gain strength in knowing they are all in the same boat. In one class, for example, I heard them talk about death. Hortense recalled the time a relative died in her house. "She was on the bed and I looked at her and her eyes were open as if she was staring at me. Oh my, I pushed the sheet back and ran out of the room!"

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Irene calmly put in, "When Grandmother died I was afraid at first. But then I thought, 'Gee, it's Grandma—she wouldn't hurt me'."

In classes on How Emotions Affect Us Physically the children fetched out of their experience examples of what the medical world calls psychosomatic illness, illness which originates in emotional turmoil. At the H. J. Krebs School in Newport I heard Carolyn say, "Sometimes when I have to practice the piano I get a headache." George added, "When Grandma asks me to go to the store I get sick to my stomach." Other children spoke of colds and sore eyes the day a test was coming up, of getting a sickish feeling when they had to give a book review.

The children listed the emotions aroused by school exams, unpleasant chores, responsibilities, competition—and then decided it was easy to face such emotions squarely once you understood them. Teacher Margaret H. Ford read from the syllabus, "Our minds can generally control our emotions even though these emotions do have an effect upon our physical bodies. . . . As we learn more about how our emotions are aroused and how they control our actions, I hope we will be better able to keep them in reasonable balance."

Human-relations classes do still more. They strike at the roots of family maladjustment, certainly one of the vexing problems of today. Children bring to the fresh clean air of class discussion some of their problems with parents, with brothers and sisters. Often they learn that their own family isn't far different from other families; they learn a new tolerance of the relationships—and the problems—which exist in every home.

In one class a lad was seriously upset because his mother made him wash dishes. A minor matter to adults, it was a cruel blow to his ego. But it vanished like a smoke ring in the wind—simply because all the other boys in the class admitted that they too washed dishes on occasion. The lad walked out of class laughing.

At Claymont School a boy repeatedly told of his father punishing him for "little things." He couldn't understand it. He just knew he and his father "didn't get along."

"We talked the matter out in class one day," teacher Mason said. "I think he finally realized his father set such high standards for him that every little failure was a big disappointment—and that his father loved him."



Study in concentration—the day's theme is really touching home.



She's speaking on how emotions are aroused.

Photographs by Lisa Larsen



The Boy at lower right is delightedly shocked by his classmate's story and comment.



The grins, psychiatrists would say, indicate a pleasant discharge of tensions.

Photographs by Lisa Larsen

TEACH OUR CHILDREN HOW TO LIVE

Simply the airing of brother-sister troubles takes much of the hurt out of them, but occasionally the classes bring direct solution. At Mount Pleasant School a girl twin told her class, "I want to be different. All kids want to be different. But I look at my sister and she's exactly the same as me." Her twin sister added, "We have to mark our clothes. Well, if I mark mine she doesn't have to do any work. She just knows the unmarked ones are hers." A wise lad in the class suggested they stop dressing alike all the time. Then neither would have to mark her clothes, and what's more, they'd be "different."

Perhaps the most remarkable aspect of the human-relations program is its simplicity. Any neighborhood school could start one and no special teacher is required. A teacher of English or social studies could handle it easily—or an athletic coach or manual training teacher. "All you really need is a human being, with emphasis on the human," Bullis remarks.

When the Delaware State Society for Mental Hygiene, through Bullis and his assistant, Emily E. O'Malley, started exploring the human-relations idea six years ago, they found that teachers really needed only a set of carefully prepared lesson plans. The great majority of the Delaware teachers merely get the thirty lesson plans, one a week for the school year, and proceed under their own steam.

More than one hundred communities outside of Delaware already have sent for the lesson plans. Classes are being introduced in New York, Baltimore, several cities in California, Quebec and Saskatoon in Canada, even in far-off Honolulu. The complete set of lesson plans is supplied at cost by the Delaware State Society for Mental Hygiene, 1308 Delaware Avenue, Wilmington 19, Delaware.

Another advantage is that the project requires no change in curriculum. In Delaware the human-relations classes are simply sandwiched in once a week during an English or social studies period. As one teacher remarked, "No curriculum committee should object to this, for the children learn more about oral English in the human-relations classes than they do in most English classes."

The flexibility of the human-relations idea makes it adaptable to all kinds of schools. I saw it taught in large schools and small schools, poor schools and rich. Recently the Episco-

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pal Bishop of Delaware asked Bullis to prepare lessons for children about to be confirmed.

Probably any age is a good age for one to acquaint himself with the human emotions. But for a starter, Bullis has aimed his lesson plans at the seventh and eighth grades. Boys and girls of twelve and thirteen are old enough to have a grasp of their problems, yet young enough not to be overly inhibited about them. But the lessons have also been used successfully in the sixth and ninth grades.

In one of the classrooms where boys and girls were thriving on this new education in *how to live*, I saw some clay models they had made in art class. They were arrayed on a table, models of the Sphinx, the Pyramids and the ancient Temple of Karnak. With all his conflicting emotions, man has survived a long time, I thought, but the Delaware idea could help him to survive a good deal longer.

WHY CLASSES IN HUMAN RELATIONS?

TEACHER AID I

Juvenile delinquency is on the increase. Divorce rates are the highest in our history. Alcoholism is becoming a very serious problem. Industrial strife is rampant throughout the country. Racial intolerance—instead of being improved as a result of war cooperation and experience—is again aligning racial groups against each other. Too many of us fear what is ahead—perhaps inflation, depression, or biological or atomic warfare. The international picture is far from encouraging.

Something has been decidedly faulty throughout the world with our arrangements in training young people in Human Relations—how better to get along one with the other. For as these young people have grown up and taken leadership in their various groups and in their various countries, little or no progress has been made in improving human relations.

If progress in this direction is to be made in the future, our boys and girls must become more emotionally mature during their school years so that they may be better able to get along well with others, either individually or in groups. Then and only then can we expect groups to work better together for the common good. Until these groups learn to make compromises for the common advantage of all, we can not expect real international cooperation.

Before our young people can become emotionally mature, they must first be able to get along with themselves. They must come to know their own individual strengths and weaknesses.

The failure of so many young people in reaching emotional maturity is one of the reasons why the outlook for 13 per cent of our boys and girls is not bright, because past experience reveals that out of every 100 children of school age throughout the United States

Four will eventually enter some mental hospital affected with some serious form of mental disorder;

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One will become delinquent because of inner inadequacies or unfavorable environmental influences;

Eight will be handicapped with twists and distortions of personality or with "nervous breakdowns" that will throughout their lives seriously interfere with happiness and efficiency.

These figures—startling as they may appear—do not include the great number of people with minor maladjustments which are so handicapping in their family, business and group relationships. Nor do they include the approximately two per cent who are born, or will become, feeble-minded.

Here in the United States our children during their school years have been developing intellectually and physically in a satisfactory manner. However, our present educational procedures, home training, and cultural demands allow too many of our youngsters to grow up emotionally immature.

We are protecting too many of our children too much in not giving them enough real experience with life problems. Learning to make decisions comes with continued practice. Far too many parents continue to make decisions for their children far too long, thus cheating them from progressing as they should towards emotional maturity.

To date mental hygiene in the schools has been primarily concerned with child guidance clinic activities, psychological testing, classes for extremely low I.Q. pupils, helping the mal-adjusted teacher, giving mental hygiene courses to teachers, and general appraisal of school conditions from the mental hygiene viewpoint. Practically nothing has been done to bring the positive mental hygiene principles to normal children in their classrooms.

About six years ago I started experimenting with classes in human relations for normal children. In the Spring of 1941, ten weekly Human Relations Classes for 7th and 8th grade children in the schools of Delaware were started. These classes, which were experimental, were sponsored by the Delaware State Society for Mental Hygiene and were made possible by the cordial cooperation of the State Department of Public Instruction and by the local superintendents and principals of the cooperating schools in Delaware. I was assisted in this program by Emily E. O'Malley, M.A., a very

WHY CLASSES IN HUMAN RELATIONS?

successful junior-high school, English teacher, who was an expert in discussion teaching and whose classroom personality enabled her to obtain quickly the confidence of pupils, teachers, and school administrators.

These Delaware Human Relations Classes taught by Miss O'Malley under my guidance immediately attracted the attention of educators and psychiatrists. The children in these classes were most enthusiastic, and the interest grew so rapidly that in the Fall of 1941, I made arrangements for training four groups of teachers to give the Human Relations Classes. Two of these classes were under the auspices of the University of Delaware and were given in both Wilmington and in Dover. One class for Nassau County, New York, teachers was given under the auspices of Hofstra College in Hempstead, New York. The other class was given in Brooklyn under the auspices of the New York Board of Education. About 120 teachers were being trained in these classes at the time of Pearl Harbor.

Shortly after we entered the war, I was called to London to advise the British Ministry of Health and the Board of Education of England regarding the health and delinquency problems of 14 to 18 year-old youth. Immediately after my arrival in Britain, I was called to active duty under my reserve commission as Colonel to become President of the United States Claims Commission for the United Kingdom. I served 4½ years in the U. S. Army, mostly overseas.

During this period, the Human Relations Classes experiment was suspended and the most successful lessons were made available in manual form. It was not reinaugurated until September 1946, when Miss O'Malley and I were brought back to Delaware by the Delaware Society to reactivate the program.

The thirty lessons planned for this year were prepared for 7th grade level, but are being used successfully in 6th, 7th, 8th, 9th, and 10th grades. I personally believe they are best adapted for 6th and 7th grades.

From the start of our experiment, mental hygiene, psychiatric, or psychological terms have not been mentioned in the weekly lessons, which are given generally during English, Social Studies, or Home Room periods. Human Relations—how to get along better with one another—is the theme of the various lessons.

I have been convinced for many years that it is possible for most young people to build up a robustness of personality

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so that in their later lives—when emotional crises come up—they can face up to them without breaking down mentally. The purpose of these Human Relations Classes is to help our boys and girls become more robust from an emotional and personality standpoint.

If the Human Relations Class project is successful, most of the boys and girls completing Course I and Course II weekly classes (Course II will not be started until September 1947) should be better able to face up to many of life's problems, to make decisions more readily, to accept responsibility more easily, to meet unexpected changes without too much embarrassment, to bring their emotional problems out into the open rather than to repress them, to make compromises when necessary, and to be better able to carry on after meeting failure. In other words, we hope from their own better understanding of their emotional strengths and weaknesses that these boys and girls completing the two years of weekly Human Relations Classes may become more emotionally mature.

The theory on which these Human Relations Classes are operating is that little can be learned about personal problems except through personal experience, and that ordinary teaching or lecturing or giving advice fall far short in providing the kind of insights that come out of life encounters with emotional problems. While it is impossible to furnish children in the classrooms with real life situations to discuss and to learn to understand, our efforts and techniques are to endeavor to create as nearly as possible these "actual life situations".

Our weekly class starts with the teacher reading a stimulus story which features emotional problems. The students then are encouraged to discuss freely the emotional problems presented in the stimulus story, to give their appraisal of the solutions affected in the story, to speculate on the motivations lying back of the behavior, and then—*most important of all*—to indicate, from their own personal experiences, parallel situations to those presented in the stimulus story. In this retelling of emotional experiences, often bringing out into the open problems they have never discussed before, a better understanding of their actions often results. The students also gain insights by listening to their classmates tell freely of how they met certain emotional problems.

We have been pleased to find out that the instructions given in our lesson plans are practical enough so that teachers

WHY CLASSES IN HUMAN RELATIONS?

who have never witnessed one of our demonstration classes have no difficulty in successfully putting on our Human Relations Classes.

In our fourth Human Relations Class lesson we ask pupils to indicate the members of their class whom they would choose as class leaders, social companions, helpers in school activities, etc. Ten simple questions are asked so that each member of the class makes ten decisions as to the others in the class he or she admires or wants as associates or friends. Afterwards these ten votes are tabulated for each member of the class. Results show that about 15 per cent of the students in the average class receive no votes or perhaps only one or two votes; while some of the class receive as high as thirty to fifty votes. In similar tests we have made of all grades from first to twelfth, we find that in each class about 15 per cent of the boys and girls are socially unacceptable to their classmates.

Apparently we are turning out of our schools about 1 out of 7 with whom the other students desire no social contact in school, on the recreational field, or at home. Undoubtedly, from this 15 per cent of socially unacceptable individuals come many of our delinquents who seek asocial ways to obtain what they desire from life. Many of our seriously maladjusted also come from this group for our children growing up need recognition decidedly; they need, above all, friends.

As we have studied many of these boys and girls overlooked in the Class Acceptability Records, we find that many of them are extremely shy or have unfortunate personality traits which can sometimes be changed by the sympathetic and understanding help of teachers and others interested. We are constantly searching for ways of giving these overlooked boys and girls some form of recognition in their classroom settings. We are encouraging their teachers to be on the alert to find constructive ways of helping these youngsters become more accepted. Our Human Relations Class discussions frequently bring some of these overlooked children into more class prominence. Certain shy children experience feelings of success they have never known before. Boys with juvenile court records frequently make interesting contributions because of their wider knowledge of practical life problems, and thereby achieve sometimes their first classroom success or approbation.

School authorities, after they have seen a few Human

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Relations Class lessons, generally become interested in them for the following reasons:

1. Lessons do not require "experts" from outside the school. (Lessons are conducted by regular classroom teachers.)
2. Lessons do not interfere with curriculum. (They are generally put on once weekly during Social Studies or English periods. Experience has shown that the loss of one class a week in either of these two subjects is more than made up by the improvement of students in oral English or in the insights they have gained in Social Studies topics through discussions during Human Relations Classes.)
3. Many teachers become more proficient and confident in their regular classroom work after successfully conducting these Human Relations Classes.
4. Many students who seldom respond in other classes make good presentations in Human Relations Classes because they are talking about things they know well and have convictions about—their own personal problems.
5. Students are enthusiastic and look forward to Human Relations Classes; they are reluctant to miss them.
6. Teachers conducting the Human Relations Classes become more understanding of the personality problems of members of their classes.

Psychiatrists who have witnessed Human Relations Classes are interested in them for the following reasons:

1. Students learn that their individual emotional problems are not unique; other boys and girls are experiencing similar problems.
2. Students tend to bring their emotional problems out into the open rather than to repress them.
3. Students consciously or unconsciously examine their own lives and motivations during and after their discussions on emotions and personality development, and frequently gain better insights as to their own actions.

WHY CLASSES IN HUMAN RELATIONS?

4. Students come to know how emotions influence their lives and how the constant practice of worrying or any other emotional action can decidedly affect their pattern of life.

Our Human Relations Class program in Delaware is a very small start towards a real preventive program. Nevertheless, we are greatly encouraged by the decided interest shown in our lesson plans throughout the country. Correspondence from teacher-training colleges, from administrators of large school systems, and from teachers in small rural schools is most encouraging and leads us to believe we are not starting up a "blind alley".

I realize that these Human Relations Classes are no panacea for the serious problems we are facing today. Of course, we must continually work in every direction that offers any chance of helping make our next generation more stable. However, the officers of the Delaware State Society for Mental Hygiene and I are delighted to have others take any ideas from our experimental work to date and elaborate on them. For example, certain teachers have shown their initiative and ingenuity by using successfully our techniques in the Human Relations Classes with simpler stimulus stories in the primary grades. Other teachers are endeavoring to adapt these methods for religious education in Sunday Schools.

If the best brains in the teaching and other professions could be focused on this problem of helping more of our children become emotionally mature during their school days, we would find in our next generation much more understanding and stable parents, better able to bring up their children to face the ever-changing problems of our present civilization.

H. EDMUND BULLIS.

PUBLIC ENEMIES OF GOOD HUMAN RELATIONS

LESSON PLAN 1

Introduction by Teacher

(The following notes are to be considered as suggestions. Each of you will introduce your work in the way that is most natural for you.)

You know that lawyers, scientists, doctors, and others are constantly trying to improve their work. Well, educators are also trying to improve their work, too.

Today we are going to start a new type of lesson. You will have no homework to worry about, as much writing as you care to do, and you may talk as long as the class and time will allow. These lessons will be held once a week on. I hope you will enjoy them, and let me know honestly what you think of these lessons so that I can tell the people who are working to perfect them. Perhaps some day these people may visit us personally to see one of our lessons. These lessons have been tried out in many states. Even Canada and Hawaii have sent for them.

Have you ever noticed that there are some people of your own age, or perhaps even older, with whom you get along very easily? You like to be with them. It is interesting to play and to work with them. This interest on your part is not generally dependent on how this other person looks, where he lives, what kind of clothes he wears, or how much money he has to spend. You are interested in this person because of his personality traits, because of the kind of person he is.

We are going to discuss many interesting things having to do with our getting along better with each other. The trouble with the world today is that nations do not seem to get along well with one another; too many groups hate and despise other groups; too many older people do not have proper human relationships with others. The time to learn how to get along better with others is while you are young, while you are in school. I hope you will learn how to make

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the most of those personality qualifications which will make you admired, respected, and liked by others.

Instruction to Pupils

At the beginning of each of these Human Relations Classes, we shall have a short story or a play in which some of you will take part, after which I shall want to give you an opportunity to express freely and without fear your honest ideas and opinions regarding this story or play.

To avoid confusion, there are only two rules that we shall have in connection with this discussion: (1) Those desiring to answer my questions or make any contribution to the discussion may *raise their hands*; and (2) I shall select the one who is to talk, and he or she will *stand* to give his opinion while others *listen*.

Before starting today's lesson, I shall give you each a sheet of paper which is to be folded lengthwise (illustrate). At the top of the front fold of this page, write your name, (under it the nickname or name by which you prefer being called). Next write your grade and school, and finally your age. (The teacher may follow any plan for the heading of these papers.)

You may lay your paper down now. At the end of the period, I shall give you time to write any ideas you may have learned today, and to write any comments you care to make about the story or discussion, after which I will collect the papers. They will be returned to you at your next lesson for more comments. You will use this same paper each week until it is completed.

(Note: The above announcement and instructions should not be read. The teacher standing before her class should give gist of these instructions extemporaneously.)

I am going to read you a story in which Colonel H. Edmund Bullis tells of some of his experiences in the Philippine Islands. These experiences will give us something special to talk about later.

The Story

(Note: To be read by the teacher, with any explanations she deems necessary. It may have to be adapted to meet the needs of your particular class.)

Many years ago at a luncheon given by the Governor-

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General of the Philippine Islands, I was introduced to a fine-appearing, well-dressed, rather small, stranger, "Tommy" Thompson, an expert motion-picture photographer. The Philippine Government had brought him to the Islands to photograph some of the scenic beauties and interesting activities of the Filipino natives. Mr. Thompson proved to be most entertaining as a luncheon guest, as he told us of his many strange and exciting experiences as a newsreel photographer during the days of the Russian Revolution in Moscow; at the time of an eruption of Mount Vesuvius in Italy; and with an exploration party in Africa.

As the luncheon was about to adjourn, the Governor-General turned to me and said, "Colonel, I have decided that because of your wide knowledge of the Philippines and because you have so many friends throughout the Islands, you should outline the trip for Mr. Thompson, and go with him to make the necessary arrangements so he may cover the Islands as completely as possible in the short time he will be with us." I thanked the Governor-General, and stated that I felt honored and would be much interested to cooperate in this way.

Just before leaving the Palace, the Secretary to the Governor-General called me to one side and said, "There is no doubt that Thompson is a most expert cameraman. On the other hand, he is a most difficult person with whom to get along. He is now working as a free-lance photographer simply because of the fact that various newsreel companies found him, because of personality difficulties, impossible as a staff member. You will undoubtedly have a difficult time with him on this trip. Nevertheless, the Governor-General is counting on you to do your best because we need these new motion pictures of the Islands to let the rest of the world know how beautiful and interesting the Philippines really are."

Because of his knowledge of the various dialects, Felipe Vargas, a young Filipino college graduate, was invited by me to be my assistant. Incidentally, he was a camera enthusiast, and I felt he might gain much valuable experience working with Thompson. I was soon to discover my error, for Thompson did not like the idea of my inviting another cameraman to accompany us. He was suspicious of Felipe from the start and did not want his help, other than as a carrier of his heavy equipment.

During the first week of our travels, we were in the cocoanut country of Luzon. One day we stopped our auto-

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mobile to relax a bit. Nearby we saw many carabaos wallowing in a mudhole. These carabaos, or water buffaloes, which are used as beasts of burden, are generally peaceful animals; but they do become very ferocious and dangerous if their skins become too dry. Consequently, they love to roll in the mud whenever they have a chance. For some unknown reason, two of the carabaos we were watching started fighting fiercely with one another—a sight I had never seen before or since. Felipe happened to have his small movie-camera in his hands and took the scenes of this exciting and very unusual event. Thompson's camera was in the automobile, and by the time he set it up, the fight was over. When we were back in the car, Thompson said to Felipe, "If those pictures are good, I want them as part of my collection; this is my expedition, and all pictures taken on this trip belong to me."

The Governor-General had placed at our disposal the "Mindora," a most comfortable steam yacht, which was used in the light-house service of the Philippines. On our trip to the Southern Islands, Thompson, Felipe, and I were the only passengers. The first evening out, the sea being calm, dinner was served on deck at a small table with seats for only four, the fourth member being the Captain, an interesting and cultured Filipino. Just before we were to sit down, Thompson said, "I will not eat with these Filipinos."

I was most surprised and said, "The Captain will not understand this as it is considered an honor to dine at his table." Thompson, however, was stubborn. The only reason he gave me for his peculiar behavior was that the Captain and Felipe were not white. Thompson was served his dinner alone in his cabin. As a result of his tactless attitude, the sea voyage was not a pleasant one. Fortunately, the rest of the passage was so rough that the Captain had to stay on the bridge, and Felipe was so seasick he did not care to eat. The rough sea did not affect Thompson at all as he was an experienced ocean traveler. Felipe, however, was in bad shape all the way. Thompson took delight in making sarcastic remarks and talking about food and other things which he knew would make Felipe even more sick.

Naturally, I spent much time with Thompson on this voyage. His tales, which had been so interesting at first, after a while became monotonous, as he was continually attempting to prove what a great person he was. When he was not bragging about how good he was, he was "knocking" the various

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newsreel men he had been associated with and motion-picture companies for which he had worked in the past.

Three days after leaving Manila, we anchored in the calm waters at the broad jungle mouth of the Cotabato River. In a short time, a number of native children in "dug-out" canoes came alongside our ship to sell us fruits and cocoanuts. As we were looking down at these boats into the smiling faces of the youngsters, Thompson, to get more action into the pictures he was taking, threw a handful of copper coins into the water. Immediately, most of the boys and girls started diving for these coins. The Captain ran excitedly up to us and said, "Do not throw any more coins. There are man-eating crocodiles in this part of the river." The Captain motioned and shouted to the children to swim back rapidly to their boats, and to look out for the crocodiles. Just then, Thompson took some other coins out of his pocket and threw them overboard, remarking, "This picture will be good, if we have a few crocodiles in it."

Thompson, Felipe, and I left the Mindora and went by motor launch many miles up the Cotabato River to the village of Datu Piang. Datu is the Moro word for "chief." To me Datu Piang is one of the most interesting men I ever knew. He was born a slave, the son of a Chinese father and a Moro mother. The Moros are the fearless, fighting natives of the Southern Philippines whom the Spanish had never been able to subdue during their 400 years of rule of the Islands, before American occupation. When Piang was about nineteen years of age, he killed his master and forced the widow of his late master to marry him. During the next few years, by judiciously killing off a number of rivals, Piang became the undisputed Datu of that section. As the years passed, he became a more peaceful citizen; he cooperated with the American Government, and finally became recognized as the most important native leader of the largest island in the Philippines, Mindanao.

We were cordially received by Datu Piang, and were invited to be his guests for as long as we cared to stay. At the time of our visit, Piang had eight wives and forty-eight children living in his village. He took us around the village and pointed with especial pride to the Mosque or Temple he had built for his Moro people, all of whom were devout Mohammedans. One of the main troubles our Government has had over the years with the Moros is that they believe the

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surest and shortest way to their Mohammedan heaven is to die fighting and killing "Non-believers."

Late that afternoon, as Thompson and I were strolling about the village looking for interesting "shots" for his motion picture camera, we suddenly heard the "Call to Evening Prayer." Immediately, all the villagers, large and small, faced towards the East and knelt in reverent prayer, placing their foreheads upon the ground. I was at a loss as to what to do, but took off my sun helmet and stood respectfully still. Thompson, on the other hand, saw an opportunity for some rather unique pictures of these Moros at prayer with the jungle in the background. He noisily and laughingly "wise cracking" all the time, ran around among them, taking pictures from every angle. In a few minutes when the evening prayers had ended, it was easy to see that he had deeply offended the Moros, especially the Hadji, their religious leader.

Knowing the Moros and fearing violence, I hurried to Datu Piang, who, though not devoutly religious himself, was very much interested in the religious welfare of his people. The fact that I had been sent by the Governor-General, and that Piang had known me before, prevented bloodshed. Piang hurried with me to the Mosque, spoke to the Hadji, and then he told the crowd, who were surrounding Thompson, to disperse. We picked up Thompson, who was calmly photographing the sullen, angry group of Moros which had surrounded him. To this day, I can still see the many Moro hands clutching their deadly long knives, all ready to insure their quick journey to the Mohammedan heaven by killing a couple of Christians!

Datu Piang guarded us to our boat, where Felipe had gone when he saw what was happening. The motor was already started, and as we hurriedly left the shore, I was told in no uncertain terms by the Datu never to bring that "trouble making" photographer back to Cotabato.

I will say this for Thompson: he outwardly was not scared at all, for he immediately started boasting of more narrow escapes he had had before in other parts of the world.

Remarks by the Teacher

In this story you have just heard about a man who did not get along well with others in spite of the fact that he was an expert in his profession, well-dressed, and one who had

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other assets. In discussing this story, I hope we can bring out some of the reasons why Thompson was not liked by others. Can you tell me some of the things about him which caused friction between him and others? Unfortunately, many of us are inclined to have some of these undesirable traits which might be considered "Public Enemies of Good Human Relations." Sometimes we do not even realize we have these traits as we have never taken the time to study really the way we act. Who would like to mention one trait of Thompson's which might be considered as a "public enemy of good human relations?" What part of the story proves he had this trait?

Suggestions to Teachers

Some of the following traits will probably be discussed. As an important trait is brought out, it should be written on the blackboard. Try to define traits so that all the pupils will understand as you list them. Reading the list aloud slowly—once or twice as it is on the blackboard—helps the class to think of other additional traits.

INTOLERANCE

(Refusal to allow others the enjoyment of their opinions or religious beliefs. Not considerate of the rights of others.)

PREJUDICE

JEALOUSY

CONCEIT

UNFAIRNESS

DISRESPECT

CRUELTY

SELFISHNESS

SUSPICIOUSNESS

HOSTILITY

STUBBORNESS

UNFRIENDLINESS

("Show-off," "Wise guy")

Other traits will undoubtedly be brought out in the discussion and may be added to the list. As the list is pretty well completed, if time permits, you might ask, "Have any of you ever acted like Thompson?" If some hands are raised, you may also ask, "Would you like to tell us about it?"

As soon as possible, the discussion should be directed away from the story towards the experiences of the pupils

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themselves, in reference to their difficulties in getting along with others. This may not be easy for the first two or three lessons. As soon as the pupils become accustomed to free, objective discussion, they will start talking about themselves. In certain future classes you may refer back to this lesson to get better discussion. The children should be encouraged to discuss *errors they have made in offending others* rather than emphasizing how others have offended them.

Conclusion of Lesson (Statement by Teacher)

(The members of the class should be praised for their participation in the discussion. Point out the fact that there was not enough time for all to take part in the discussion; but in future lessons, further opportunity will be given to express their viewpoints.)

Today we have discussed undesirable personality traits. What we are really interested in is to develop desirable personality traits and attitudes towards others. We wish to train ourselves to be considerate of the ideas and feelings of others; tolerant of their opinions and belief; kind rather than cruel. We should aim to be modest rather than conceited. We wish to strive to be fair and just to those with whom we come in contact, and respectful and polite in our dealings with others. We should endeavor not to be prejudiced towards others because of their nationality, religion, or race. We should not be jealous of others; rather we must work to improve ourselves so that we have no time to be jealous. (If time permits, desirable traits may be listed next to their opposites in the first group.)

Our success in life will be largely determined by our ability to get on well with others. We can, if we will, learn to improve our personality traits.

Instruction to Pupils

Take your pencil and paper. Inside at the top, write LESSON 1, and then write any ideas that you have remembered or which have been brought out, or write any comments you choose about the story.

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Suggested Division of Class Period for this Lesson

	<i>No. of Minutes</i>		
Introduction, including putting name on paper, etc.	5		
Story	10		
Class Discussion	23	28	33
Concluding remarks by teacher.....	3		
Writing up of lesson notes by class.....	4		
	45	50	55

Caution to Teacher

Have the children sitting in the front of the room turn around so that they partly face the class when they contribute to discussion; this insures their being heard by all.

It is advisable to appoint one student to take charge of the distribution and collection of class papers. This definite plan is a time-saver.

HOW PERSONALITY TRAITS DEVELOP

LESSON PLAN 2

Introduction by Teacher

In our last discussion we talked about "Tommy" Thompson, the motion-picture cameraman who seemed to "rub everyone the wrong way." You brought out in your discussion some of his personality traits which were the cause of his being so unpopular. Among these traits were prejudice, jealousy, conceit, unfairness, selfishness, disrespect, suspiciousness, unfriendliness, and intolerance. Thompson was so expert in being unfriendly, prejudiced, and selfish, he must have practiced these traits for years. We do not become expert in anything without practice.

A person becomes an expert musician or a world series ball-player by constant practice. If we practice frequently the use of our good personality traits such as being friendly to others, we eventually become expert in being friendly. We become known as a friendly person.

Scientists believe that most of the good or bad traits of men and women are generally the results of patterns they formed in their childhood. By constant practice of those personality patterns, one becomes expert in them. Some people become very much admired and respected; others become disliked and despised.

I am going to give you a chance to do a little detective work. The only clues you have are the undesirable traits of Tommy Thompson when he was a grown man. As you remember these traits, can any of you give opinions as to what sort of a boyhood he had? Can you figure out any reasons which might have caused him to form some of the traits which made him so unpopular afterwards? Let's see if we can list any. What kind of a boy was he? Why did Tommy desire so much attention?

(Note: Generally the pupils bring out some of the following ideas which should be written on the blackboard.)

He was spoiled.

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He was an only child.

He was small, and people "picked" on him.

He was an orphan.

He was very poor.

He was very rich and had everything he wanted.

His parents were mean to him.

Others were cruel to him.

He had no friends.

To balance this list, let us see if you can think of any good traits he had.

We shall now see what good detectives you are, for Colonel Bullis, who told of his experiences with Thompson in the Philippines, has compiled a few notes regarding Thompson's earlier life. I shall read these notes.

The Story

Some years after meeting Tommy Thompson in the Philippines, I was being entertained at the home of the Dean of Hobart College in Geneva, New York, where I was lecturing.

Something happened during the dinner to make me think of Thompson, and I suddenly remembered he had once told me he had lived in Geneva and had been a student at Hobart.

I asked the Dean if he remembered a student by the name of "Tommy" Thompson, who attended Hobart about twenty years ago. The Dean, who had been a Hobart student at that time, did not seem to recall any student by the name of Thompson. I started to tell of my meeting Thompson, the well-known newsreel cameraman, in Manila.

Before the words "newsreel cameraman" were out of my mouth, the Dean said, "You are talking about 'Tiny' Thompson. Yes, indeed, I remember him well. He never attended Hobart. As a matter of fact, he left high school in his freshman year to earn his living. My wife and I both knew 'Tiny' Thompson."

The Dean continued, "When I first arrived in Geneva in my freshman year, a rather small, very loudly-dressed young man called at my room one evening to sell me photographs of the college campus. I remember to this day how 'cocky' this young man 'Tiny' Thompson was. He, in a condescending way, called me 'Frosh' and told me that all freshmen were expected to show their loyalty to Hobart by having the walls

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of their rooms covered with the college pictures he was selling. When he bragged that he had taken and made the pictures himself, I rather doubted him, but afterwards learned he was an expert in his business. His pictures of the college teams and of important college events were always the best available.

"He could not have been more than fifteen years old at that time, but by his 'know-it-all' manner, he tried to convince me as to his importance.

" 'Tiny' stayed around Geneva until my junior year at which time he was about seventeen years old. He said he was fed up with small town life and was going to New York where there were real opportunities for a man of his ability.

"Since then we have occasionally heard of his successes as he would send clippings from far-distant papers telling of his unusual adventures. His mother, who was very proud of him in spite of his neglect of her, would always bring these clippings to the local newspaper and ask the editor to print them.

"I remember 'Tiny' as a small, conceited, selfish young man who always had a smart answer to every question, who always tried to make others think he was important. In spite of these traits, I was always interested in him, for he was really an expert photographer; he always was on hand with his camera when anything exciting happened. Incidentally, he earned more money with his pictures than the salaries paid most of our college professors.

"It was an open secret that Tiny made many a dollar by not printing certain pictures that might embarrass important people in the community."

The Dean's wife interrupted the conversation by saying, "I remember Tiny Thompson since he started in first grade in school. I was a Geneva girl, and we started to school on the same day. Tiny was unusually small for his age and came from a family that had many problems. His father, when sober, was a photographer who had a small studio in a poorer section of the town. The business was not very successful as the father was very unreliable. Tiny's mother had a most difficult time trying to run the business and keeping the home going for her only child. Tiny in those days was poorly dressed and often poorly fed.

"I am afraid most people in Geneva looked down on the Thompson family. Tiny's family had no social life, no church

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connections, no friends. He never had any boy friends; he never played with other children. He spent most of his time with his mother in the studio, or in the rooms in back where they lived.

"Mrs. Thompson's only joy in life was Tiny, and she spoiled him, always telling him how wonderful he was. She struggled hard to keep the business going, and Tiny really grew up in the dark room, helping his mother develop prints of the snapshots made by camera enthusiasts. His father, while intoxicated, was killed one day in an accident. Tiny was about thirteen years old at the time. Even then he knew how to take pictures. When he was fourteen, he left school, and with his mother's help ran the business and proved to be a talented photographer and very shrewd in business.

"In school, Tiny always had his hand in the air whether he knew the answer or not. He frequently tried to make the class laugh by his 'smart' answers. He was always slyly poking some child near him or doing something else underhanded to get other classmates in trouble. He wanted the attention which he had never received from his father who was cruel to him.

"I, who knew Tiny in his boyhood, realize now the problems he faced and can understand why he always desired attention so much."

When the Dean's wife finished her story, I had a better understanding why Tiny, or Tommy as I knew him, had developed such unfortunate personality traits. He had had an unfair start in life. He formed certain undesirable personality traits as a child. He kept practicing these traits until he was expert in them, and finally developed into the unlikeable person he was when I knew him in the Philippines.

Discussion Continued

After hearing of a few of the hardships of Tiny's childhood, it is easier for us to understand how he developed his unfortunate personality traits. Some of you would make good detectives for you were able to discover clues which helped in describing Tiny's boyhood difficulties. (Read through list, noting correct items and crossing out incorrect ones.)

HOW PERSONALITY TRAITS DEVELOP

Can you recall from the story any circumstances in his childhood which might have made Tiny:

Jealous?	Prejudiced?	Conceited?
Unfair?	Cruel?	Show-Off?
Unfriendly?	Intolerant?	

What could Tiny's classmates have done which might have prevented his forming some of his unfortunate personality traits?

What other things might have been done by neighbors, teachers, or others to help Tiny develop better traits?

Do you know of anything ever done by you or your friends to help a "Tommy" Thompson?

Without mentioning names, can you give any experiences which might indicate that some child you know is developing undesirable personality traits? What might be done for such a child?

Do any of you feel you may be developing some personality traits which might handicap you later in life?

(Note to teacher: The important thing to endeavor to do in this lesson and in succeeding lessons is to encourage children to discuss openly in class any of their own experiences that might parallel some of the points brought out in the story.)

(If there is time, you might conclude by listing the qualities we like in a person. What is a "regular guy"?)

Conclusion of Lesson (Statement by Teacher)

I am going to repeat what I said in last week's lesson because I want to impress upon you the importance of carefully considering the personality traits you are now forming.

Your success in life will be largely determined on your ability to get on well with others. We can, if we will, learn to improve our personality traits.

Instruction to Pupils

Write LESSON 2 on your paper, and add anything you have learned today or want to say regarding today's lesson. Let me know what you think is important enough to remember.

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Suggested Division of Class Period

Introduction should not take more than twelve minutes, including distribution of papers to pupils, questions and answers, and detective work. The story should take about five minutes. Discussion should take up most of class time.

Caution to Teacher

Remember to select only those of the suggested questions which you feel will best fit your group. Don't try to include them all.

THE DISCUSSION TECHNIQUE

TEACHER AID II

Group Discussion

We, as classroom leaders, must consciously and definitely teach our democratic American way of life. How may this be done? Many outstanding educators believe that we have long neglected one excellent device—the discussion technique. Why? Probably because good discussion requires children trained to discuss as well as *trained leaders* of discussion. Practice is again the keynote to perfection. One may become a good discussion leader by practice, for the teacher will learn something from every lesson presented.

Perhaps it is natural that educators devote much time and great emphasis in leading pupils to gain large stores of factual information. Nevertheless, every teacher has noticed that where, for any reason, there is some strong stirring of the emotions, some awakening of personal reactions, surprisingly good results ensue. The good teacher can not separate himself from a deep interest in the personality development of each student. The good teacher must know his group; the discussion technique will enable him to discover quickly the ideas, peculiar beliefs, ideals, and personal problems which his students may hold.

Informal group discussion aims to bring problems out and into the light, and to arrive at some possible solution. Group discussion is not a haphazard, aimless procedure which can be substituted for other educational methods, nor is it one that people can engage in without some thought and preparation. It encourages the “airing” of views and the promotion of individual thinking and decision.

The process of group discussion is the same as the process of natural thinking:

1. Recognize the problem.
2. Make every effort to bring out all facts and ideas which are available on the subject in order that the best solutions will be reached.

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3. Conclude by selecting the best solution.

Group discussion is a voluntary, conversational, and informal method in which the members of a group explore together the questions and problems in which they are mutually interested. Organized discussion classes attempt to obtain the same informal and democratic exchange of ideas as when a small group of friends talk with one another in a comfortable living-room.

Group discussion is not new. Essentially, it is as old as the councils of the caveman. However, in the development of its techniques and the application of its methods, it is a product of our present century. More has been written about forums and other types of discussions in recent years than ever before. This increase of interest may be indicative of the growing unrest which characterizes any war period. Never are free speech and untrammelled discussion so valued as in times of national emergency.

The purpose of informal discussion is to stimulate a group of children with a problem of common interest—a problem on which they seek information and exchange views cooperatively. In discussing a problem, they can more clearly analyze it, and so reach a better understanding of the issues involved.

The most important immediate objectives are the growth of the individual members of the group and an improved understanding of their relationship to one another. The children gain insights by projecting themselves into the stories or dramas, by listening to the opinions of others, by consciously or unconsciously examining their own lives, and by profiting by the direction given by the teacher.

The genuine discussion group develops from within, and relies heavily upon the experiences and interests of its members, supplemented, when necessary, by factual information from those in authority.

Many and varied are the problems brought in by the class. Each student has ideas based on his experiences. A comparison of these ideas with the problems of others is good for it helps him clarify his own thinking; then by questioning, by listening to others, by mutual explanations, all phases of a subject are brought to light.

Children look forward to these weekly Human Relations Class discussions. English, Social Studies, or homeroom periods have been found to be the most successful time for them. These lessons in human relations tend to establish a

THE DISCUSSION TECHNIQUE

strong and binding link between teacher and student. They may, with minor changes, be introduced into any subject, on any grade level. Even kindergarten teachers have used them. One teacher remarked, "I have taught these stories for many years, but never before with the mental hygiene emphasis; they are more interesting and worthwhile both to me and to the children."

Once a teacher has become adept in the use of the discussion technique, she will be more conscious of the many opportunities for discussion which present themselves daily in the classroom; she will not be afraid to make use of them.

Interest is heightened by the fact that students of one's own age and intellect are taking part. They have an opportunity to discuss freely things in which they have the greatest interest—problems affecting their daily lives. This method moves more slowly than the debate, panel, or lecture; but it is usually the more effective. It tends to encourage ideas, stimulate participation, and develop group interest in the solving of problems.

The act of talking is, in itself, the greatest stimulus of interest. Children are trained to stand up and to think and speak constructively. Group discussion is democratic in its approach toward an understanding of these problems and is geared to the group's knowledge and understanding. Since we learn to do by experiencing, discussion is a valuable method of learning. One becomes reluctant to think and talk in a rambling way when he realizes that the other members of the group are appraising his statements. Thus, his ideas and expressions tend to become better organized. The members of the group learn that there are at least two sides to most issues, and tend to become more tolerant toward the opinions of others.

The discussion group is an effective way of disseminating information, which consists not only of an appraisal of facts but also of the opinions and theories of the participating members. It emphasizes the importance of the individual for it assumes that every member has something to contribute.

Each child grows in understanding, and develops a more sympathetic attitude toward fellow students and teachers. The atmosphere of a discussion class helps many to gain self-confidence and poise. The successful discussion teacher sees to it that the "shy" students are brought into the class discussion, that the "talkative" pupils learn to listen, that the "in-

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tolerant" children become a little more understanding, and so forth. As one educator remarked, "Discussion gives the teacher a chance to *control* the class, not *dominate* it; a discussion class socializes the group and develops ease of expression with the absence of self-consciousness; and it creates a happy, wholesome, sympathetic relationship between classmates and the teacher." In short, one of the safeguards of democracy lies in the widespread use of discussion methods in our educational system.

The Discussion Leader and His Job

The leader of the discussion should easily be seen by those in the group. In a small gathering, he may be seated, but for most class groups, we have found it advisable that the teacher remain standing. A friendly start in a discussion greatly aids active participation on the part of the members.

The discussion leader has more to do with the success of a group discussion meeting than any other individual present. His task is to direct or guide the discussion by encouraging free participation by all individuals. He should be informed on the subject, but he need not be considered the authority; and he should be ready to admit that he "doesn't know all the answers." Let him avoid making positive or biased statements. Let him be good-natured at all times during the discussion, but be deliberate. This will help maintain the stability of the group. He should be patient when the discussion lags in parts, or when one member goes off on a tangent. He should remember that it is up to him to bring all into the discussion.

It is the responsibility of the discussion teacher to note how many students take part in discussions, to check on the percentage of increasing participation, to observe the interest or enthusiasm of the students in the discussion, and to hear comments or criticisms of the lessons. She may take note of any changes in manner or general attitude on the part of her pupils; and, therefore, she will arrive at a personal evaluation of the discussion technique.

Certain devices and techniques must be used by the discussion leader to secure active participation. Varied questions, having a roll call, walking from one row to another if the members are seated, and voting by hand-raising are some of the various methods for stimulation. Silence may even be-

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come a powerful stimulus technique if it indicates that the members are thinking about what has been said, or about what they are going to say. People, unless they are extremely lethargic or philosophic, are unable to be comfortable in silence. It is always an excellent idea for the chairman to train himself to endure silence, and not to shift from one foot to another looking uncomfortable. In this manner, he may often help those in the group to accept silence as a good part of the discussion. However, he should be on guard to see that the silence is not prolonged.

One of the most effective ways to stimulate discussion is for the leader to reward or praise those who participate in the discussion. This should serve as an invitation for others to submit their ideas, especially the more timid ones.

It is up to the leader to summarize the discussion occasionally so as to check needless repetition, to bring the group back to the essentials, to survey progress, and to bring out the "pros and cons" on the subject chosen. Summaries should be impartial and brief.

Practice and a good understanding of the purpose of group discussion will be the means of improving any leader. An authority on discussion techniques once said, "A discussion leader must be sympathetic, democratic, consistent, and must possess a sense of humor."

The topic and issues of a discussion should be announced by the discussion leader at the opening of the discussion. It is his job to keep the discussion moving towards a goal, but it is not his job to hurry it. It is up to the leader to plan carefully before the meeting the course of procedure, to make an outline, to speak clearly and briefly, to begin the discussion on time, and also to end it on time.

With these things in mind, the discussion will be enjoyed by both the teacher and the class. Everyone will feel that the discussion was interesting and worthwhile, and that the time was well spent.

EMILY E. O'MALLEY

OUR INNER HUMAN DRIVES

LESSON PLAN 3

Introductory Remarks by Teacher

In the past two lessons we have discussed the unfortunate personality traits which made Tommy Thompson so unpopular. As a result of some detective work on your part, you discovered that as a boy Tommy formed some very disagreeable habits or traits, and by constant practice, he became so expert in these traits that he developed into a very unlikeable person. You also discussed some of the reasons which led him to form, in early boyhood, these personality characteristics or patterns that so greatly handicapped him in his later life.

Today's story does not have anything to do with Thompson. Your discussion may bring out, however, a little more clearly the reasons back of some of his desires and actions so that we can understand a little why he acted so badly.

I am going to read you a true story of some adventures that Colonel Bullis had many years ago when he was on an exploration trip in the Borneo Jungles.

(Note: It adds to the interest of the story if a crude map of the Southern Orient is drawn on blackboard by a student showing Borneo in its relation to the Philippines, Singapore, the Equator, etc.)

The Story

Some years ago, through the cooperation of my good friend, Rajah Brooke, known throughout the Far East as the White Rajah of Sarawak, arrangements were made for me to go on an expedition far into the interior of the Dyak country of Borneo. I had heard that the Dyaks were the most loyal, the most contented, and the happiest people in all the Orient. Consequently, I was anxious to visit them in their native villages to try to find out why these primitive natives, without

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the advantages of civilization, were so much happier than even our own people in the United States.

I left Kuching, the capital city, and was taken by a small steamer along the northern coast of Borneo, and after leaving the China Sea, up the Sadong River to the last outpost, which was as far as the steamer could take me. Here I was most cordially received by the District Officer, a young Scotchman about 28 years old. There were no other white people within 200 miles of this trading post except two Welshmen who operated a large coal mine for the Rajah.

The District Officer's word was law all through that country. Once a week he held court, and not only decided who was guilty, but also passed sentence. During the eighteen-month period before I arrived, not one of the natives who had been sentenced by the District Officer had appealed his case to the Rajah, which shows their great loyalty and belief that they always receive fair treatment from the Rajah and his officers.

After spending several days with the District Officer, I started on my expedition. A long dug-out canoe was obtained. It was provisioned for a month's trip, and a crew of eight paddlers, a cook, and a guide-interpreter were furnished me.

Toward the end of our first day of paddling up the Sadong River, I expressed my delight at the splendid progress and asked the guide where the District Officer had obtained such capable paddlers. The guide informed me that the paddlers were prisoners, who had been given parole to go on my expedition. Upon inquiry as to the types of crimes these men had committed, I was decidedly upset to learn that three of the paddlers were serving sentences for murder. I became so jittery, I wished I might in some way postpone my trip up into the jungle, for I knew that during the next thirty days I would see no white men, and each stroke of the paddle was taking me further away from the last outpost of law and order.

An incident the next afternoon, however, made me forget my uneasiness. I was leaning back in the boat, and without thinking had been letting my hand and wrist drag in the water, while I was watching the hundreds of monkeys chattering noisily in the trees above. Suddenly, I received a very hard blow on my left forearm from the paddle of the Dyak directly behind me. Instinctively, I jerked my left arm out of the water and with my right hand reached for my revolver, thinking I was being attacked. As I turned around, the pad-

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dlers were not even looking at me; they were looking over the side of the canoe. I looked in the same direction and saw the ugly snout of a twelve-foot crocodile. I realized the quick action of the Dyak paddler, who was one of the murderers, had saved me my arm and perhaps my life. From that time on, I felt no fear of these Dyaks, who proved to be congenial, interesting, and capable associates.

Every day we would visit a Dyak village; and on the twelfth day out, we arrived at the largest village I had yet seen, a 32-door house. All Dyak villages were built on the same plan—one long house, high off the ground on teak posts. Along the entire length of the house was a wide veranda or platform, from which doors opened into the various small rooms, each occupied by a Dyak man, his wife, and small children. The unmarried Dyak girls slept in the loft above the Chief's room, which was in the center of the long house. The boys slept on the veranda. A thatched roof protected the house and platform from the equatorial sun and tropical rains.

Whenever we would stop at a village, my interpreter would go ahead to announce to the Chief that I was a friend of the White Rajah and had come to inspect the village; and in front of the Chief's door, I would be greeted by the Chief and the older men of the village. At a signal from the Chief, we would sit in a sort of circle on the veranda, and by means of my interpreter discuss matters of mutual interest.

As I was talking to the Chief in this largest village, I happened to look above me and saw a weird and most gruesome sight. In a large spherical bamboo basket was a number of smoked-dried-up heads that had been taken in the "good old head-hunting days". Then as I looked up and down the platform, I saw similar baskets in front of almost all the 32 doors, each basket varying in size and in the number of heads. I afterwards learned that these heads were heirlooms, and that the prestige of any particular family was judged by the number of heads that had been handed down to them.

Early one morning, my guide came calling to me to hurry to the long house. When I arrived there, all the families of the village had gathered. The Chief was addressing them. About the time I arrived on the scene, a number of young men left the group and formed a circle around the Chief. My interpreter told me that these were the unmarried men of the village. A moment or two later, the Chief called a young Dyak girl, who was dressed up in a bright new sarong, into

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the circle with him. I was told that she was going to select her husband. The Chief and girl walked ceremoniously around the group, looking over the young men. On her second trip around, the girl went over to one young man and put her hand on his shoulder. This indicated her choice of husband. The man had absolutely nothing to say in the matter.

There was a brief wedding ceremony after which all the villagers suddenly disappeared. There was no one left but the Chief, the bride and groom, and myself. Within a few minutes, back they came, carrying long bamboo poles, great armfuls of nipa palm leaves and teak posts. Right before my eyes, they started to build an extra room onto the long Dyak house. Within a few hours, with everyone working, this room was completed. The village was now a thirty-three-door house.

Again the villagers assembled. The women who had been preparing food and drinks for the ceremony now came forward with great bowls of a native drink. From the first bowl the Chief took a deep draft. The bowls were then passed to the bride and groom, and then to me as the honored guest. I was very reluctant to participate in this ceremony because I had been warned not to drink anything which had not been boiled before my eyes. Nevertheless, I was "on the spot," so I raised the bowl to my lips and took a deep swallow. I almost strangled as the liquid was quite potent. It was a type of native brandy. Within a short time, everyone, including the children, was partaking of the ceremonial bowl.

After this procedure, the unmarried men of the village brought their blowpipes, spears, and knives, and were strutting up and down before the single girls to show their skill and prowess, and in hopes that when the next wedding took place they would not be overlooked.

In all my travels throughout the world, I have never lived among people who were more loyal, more contented, who got along better one with another. I feel there is much we can learn from the Dyaks in far-off Borneo regarding Human Relations.

Remarks by Teacher

Imagine that you suddenly find yourself falling, what do you immediately do? (Reach out, yell, etc.) Yes, you reach out with your hands to try to grasp something to prevent

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your falling. While this is happening, you do not have the following ideas in your mind:

1. I am falling.
2. I must put out my arms.
3. I must grab something.

No, you do *not* think this way; you "instinctively" try to save yourself. Something from within yourself warns you, and you actually act *before* you have time to think. (Teacher may call one student up to the front of the room and act as if he were going to strike him. The student may try to protect himself by raising his hands, etc., which will lead into the above discussion.)

Scientists believe that many of the things we do in life are the results of our "instincts", or as some call them, "our inner human drives". From Colonel Bullis's story today, we shall try to discover some of these inner human drives which cause us to do so many things, good and bad. Let us try to figure out the four most important ones.

Suggested Questions

Does anyone know what would make Colonel Bullis go on this dangerous trip? What would make him desire to visit this dangerous country? (Generally, the following ideas are brought out: curiosity, excitement, adventure, desire to learn something about the country and its people.) When ADVENTURE is brought out, list on the blackboard:

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1. ADVENTURE—LOVE OF EXCITEMENT

Have any of you ever done anything because of this ADVENTURE drive? Could you tell us about it? (If no hands are raised, you might ask something like, "Have any of you ever visited a 'haunted house'?" or "What else have you done mainly for the adventure or excitement of it?")

If we think about it carefully, we all will decide that we have this ADVENTURE drive which sometimes gets us into trouble; but, on the other hand, it makes our life interesting and exciting.

Why did the Dyak families live together in long houses rather than in "cute little cottages" spread throughout the

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Jungle? Why did they build their village-houses on posts high off the ground?

Why did Colonel Bullis draw back his arm so quickly? (The following points are generally brought out: Protection, Self-Preservation, Security, Safety.) List on the blackboard under 1. ADVENTURE.

2. SECURITY or SELF-PRESERVATION

Why don't we build long houses like the Dyaks here in Delaware? What do we have in our homes which the Dyaks did not need? (Protection of police; telephones; etc.)

In our families, who seems to spend the most time in making the family SECURE?

Now we don't want to accept this idea unless we can think of things which we have done that would show that we have this inner human drive of SECURITY or SELF-PRESERVATION. (Crossing streets carefully, eating, etc.)

I noticed that some of you had a peculiar expression on your faces when Colonel Bullis in his story told us about the baskets of heads. Why were the Dyaks so proud of their baskets of heads? What takes the place of those "baskets" in our own houses? Do you have anything in your home that you like to show people?

Why do many of us strive to be outstanding football players, capable musicians, or high-ranking students? (Note: a number of ideas are generally brought out. The third drive we wish to list on the blackboard is RECOGNITION—LOVE OF PRAISE—DESIRE TO BE APPROVED OR ACCEPTED BY OTHERS.)

Can any of you tell the difference between the male and female robin? (Male's plumage brighter, etc.)

Have any of you ever noticed a male animal trying to get the interest of a female animal? How did they act? (Strut, sing, frisk about, etc.)

What do you boys think of the way the Dyak girl selected her husband?

That custom would solve a lot of problems for some girls, if we followed it in this country, wouldn't it?

Do any of you have older brothers or sisters who seem interested in dates?

Why do some boys about your age suddenly begin to

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wash behind their ears, slick down their hair, and become very careful about their appearance?

How many of you boys—those of you who can dance—like to dance with a *certain* girl? How many of you girls like to dance, when you have an opportunity, with a *certain* boy?

I think from this discussion that we will have to admit that there is another inner human drive which we might list on the blackboard as INTEREST IN OTHER SEX.

Many boys and girls in the 5th or 6th grades who are not the slightest bit interested now in the other sex suddenly become aware when they reach the 7th or 8th grades that the opposite sex is interesting. This is quite the usual thing; it isn't anything about which any of us should feel upset.

Conclusion (Statement by Teacher)

We haven't the time today to discuss which of these inner human drives might have caused Thompson to do some of the things he did as a boy. We may try to find time next week to discuss this matter.

What I wish to leave with you from this lesson today is that we all do certain things "impulsively." We do things without carefully reasoning them out. We do things because of these FOUR INNER HUMAN DRIVES: SELF-PRESERVATION or SECURITY drive, ADVENTURE drive, INTEREST IN THE OPPOSITE SEX drive, and the RECOGNITION drive.

What we should strive for is to try to keep these drives in proper balance. If we let any one drive become too prominent or out of balance, we get into all sorts of trouble. Next week, we shall discuss what happens to the boy with too much ADVENTURE drive, the girl who allows herself to become "boy crazy", and the boy or girl who is always showing off. *We all have these inner human drives. We must learn to keep them in proper balance.*

Instruction to Pupils by Teacher

Now you will have a few minutes to write down your notes on today's lesson. You may take your paper and write Lesson 3 and anything you wish to remember from today's lesson.

OUR INNER HUMAN DRIVES

Suggested Division of Time

Introduction, story, and conclusion should not take more than fifteen minutes. The discussion should take up most of the class time.

Caution to Teacher

Avoid giving direct advice. Do not be afraid to refer a problem to the class as a whole. If no student can suggest a solution, then you may offer your idea.

CLASS ACCEPTABILITY RECORD

LESSON PLAN 4

Note to Teacher

Please look through the questions before you read them to your students. Give each child a sheet of lined paper. At the top have him write his name, age, sex, grade, school, date, etc. Number down 1 through 10. A new line should be used for each vote. The questions may be read as many times as it is deemed necessary. Two slow readings are usually sufficient. (Test time—10 minutes)

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Introductory Remarks

I am very interested in seeing what you think of each other or how you would rate your classmates. Today you are going to have a chance to vote for members of our class only. You may vote for girls or boys alike. Write carefully the first name and last initial or name, if it is necessary, of those for whom you vote. If you do not know how to spell their names, write them as best you can. You may vote for the same person more than once if you wish. Remember, vote for students of this class only—and for those who are present today.

1. If you were electing a class president, who do you think should be elected? Write down one name after number 1.
2. If your mother asks you to invite one classmate to your birthday party, whom would you ask? Put down one name after number 2.

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3. Suppose that person couldn't accept; whom would you then invite? One name after number 3 should be put down.
4. Suppose you had to select even a third choice. Whom would you then like to ask? Put down one name after number 4.
5. Suppose you needed help with your classwork and the teacher told you to get help from someone in the room, whom would you ask? Put one name after number 5.
6. Suppose your class had some money. Someone must take care of it. Whom would you choose to be your class treasurer? Put one name after number 6.
7. Suppose you have a difficult and dangerous job to do. You need help to do it. Whom in this class would you depend upon to work with you? Put one name after number 7.
8. Who in this class has some outstanding ability in art, sports, acting, music, or any other field? Put one name after number 8, telling briefly what he or she is good in.
9. After number 9 put down the name of the *girl* in this class who you believe gets along best with her classmates.
10. After number 10, put down the name of the *boy* in the class you believe gets along best with his classmates.

Note to Teacher

The suggested scoring of the papers may be completed in less than an hour. From the results you can see for whom each child voted, and thus discover friendships as well as those

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students who have no class ties at all. The completed papers can be scored on the attached sheet by giving each student one vote for each time his name appears on the paper. The numbers horizontally will correspond to the number and names in the vertical list. The total horizontally will generally be 10 (the number of questions asked) and the vertical totals will tell the individual score of each child. As the chart shows, John Doe gave votes to number 4, number 5, etc. He received votes from number 2, number 5, number 7, etc. Thus you can tell who did or did not vote for each child.

If you like, *before checking the papers*, you might even list the three students whom you feel will be the most socially acceptable and perhaps the five who will be the least socially acceptable in your group. It will be interesting for you to check your predictions with actual scores. You may be surprised at the low scores of one or more students.

As can be expected, the votes will be too scattered to elect a class president or treasurer, but they can be used to show the outstanding people in the class who may be selected to serve as leaders in class projects. *This is only a teaching technique, and, therefore, the results should be kept secret—especially from the students.*

When the votes are tallied, you should be particularly interested in the lowest five or six scores. Among the reasons found for low scores are: Racial prejudice, unsightly appearance, show-off behavior, extreme shyness or timidity, new pupil, lack of cleanliness, speech defect, physical handicap, annoying mannerisms, extreme nervousness, etc.

Ways should be devised to give those students with very low scores the feeling they are more a part of the class. They need **RECOGNITION, SECURITY and FRIENDS.**

Continuation of Discussion on INNER HUMAN DRIVES

Last week we had a very interesting story about the Dyaks and their happy way of life. The class discussion of this story made us realize that we all have "Inner Human Drives." (Write **INNER HUMAN DRIVES** on blackboard—underneath number 1 down through 4.) Without looking at our papers, let us see if we can remember and list the names of these drives (**ADVENTURE, INTEREST IN OTHER SEX, SECURITY, AND RECOGNITION**).

Now just because scientists have said we have these drives, we should not accept this idea unless we really know

CLASS ACCEPTABILITY RECORD

that we ourselves have experienced them. Last week you brought out certain experiences like entering a haunted house, taking a strange shortcut, experimenting, etc. Some of you felt it was just curiosity that made you do these things. If that were true, the Colonel—rather than taking a dangerous trip into the interior of Borneo—might just as well have gone to a reference book or encyclopedia. You could have just as well have listened to a friend's account of some mysterious place he had been instead of going yourself, if it were only based on curiosity.

Let us see if we can investigate the force of these inner human drives a little further.

Why did Columbus set sail for America? (ADVENTURE, RECOGNITION)

Why do we enjoy mystery or exciting movies or radio shows? (ADVENTURE—LOVE OF EXCITEMENT)

All of us at some time or another have wanted to run away. Have any of you ever run away from home? Can you tell us why? What drive caused you to return home?

Yes, we all seem to like excitement and adventure. We do a lot of things because of our ADVENTURE drive.

I am going to ask you to think of yourself as an automobile with a four-wheel drive—one wheel our ADVENTURE drive, the second wheel our SECURITY drive, the third OUR INTEREST IN THE OTHER SEX drive, and the fourth wheel our RECOGNITION drive. (Draw a picture of four wheels on the blackboard. The size of the wheels may be varied to bring out the points of the discussion.)

Supposing that the ADVENTURE drive wheel of one of the boys in this class becomes much more speeded up than his other drive wheels. What might happen? (hooky, trouble, etc.) Yes, this too-fast revolving drive wheel would make the car very difficult to steer. It might even run off the road.

Let's consider our SECURITY drive. How many kinds of SECURITY do we all need? (Physical, Emotional, Social, Financial, etc.)

When you were very small, both your father and mother

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exerted every effort to keep you from harm. Now that you are becoming older, you do some of these things yourself.

Can you think of things you do mainly because of this desire for SECURITY or SELF-PRESERVATION? (Look before crossing streets; keep away from fire; take medicine; wear warm clothes; eat, etc.)

What do we have today that enables us to live in separate homes instead of one long house such as the Dyaks lived in? (Telephone, police and fire protection, etc.)

Let us suppose a person has too much SECURITY drive. What kind of a life would he have? What might he do? (Be afraid to go anywhere or do anything.)

Suppose he had too little SECURITY drive? (He might take too many chances.)

Have any of your older brothers brought back from overseas any trophies that might be compared to the Dyaks' baskets of heads?

What drive or drives make him value these trophies so highly?

We all like to be praised; it makes us feel very happy because of our RECOGNITION drive. In school we try to make the team, or get good marks because we know our friends and family will think we are wonderful. Suppose you win a medal. Do you hide it? No, you want to show it to others; it's very natural. What kind of a person would let this drive run away with him? (Show-off) Would you like him?

What drive was stronger than the others in Tommy Thompson? Yes, his need for RECOGNITION made him very unpopular, because he used the wrong methods to obtain it. Do you like a person who has too much RECOGNITION drive? What do you call such a person—who always wants to be praised? (Show-off, braggart, etc.)

We know that we all have an interest in others just as we want them to have an interest in us. You have parties or dances and have good times together. How many of you fellows have really started to have an interest in your appearance? Why?

How many girls are trying to improve their appearance? Why?

CLASS ACCEPTABILITY RECORD

Suppose we let this **INTEREST IN THE OTHER SEX** become too important. What may happen to a girl who is too "boy crazy"?

What might happen to her school work?

What might happen at home to her family relations?

For a quick review of these drives, before I conclude our discussion, I am going to ask you to imagine that one of the girls in this class is on her way home from school with her little sister. They are walking along the highway, hand in hand, without a care in the world, when suddenly the older girl hears sounds of an approaching automobile directly behind them. Pulling her little sister with her, she jumps off the road. She does not have time even to look around her—nor does she have time to think of what she should do. Which drive would you say led her to save her little sister and herself? (Security—self-preservation)

In the story about Borneo you heard how the Dyaks almost every day went into the jungle or out in their boats to fish or hunt. What drives caused them to go fishing and hunting? (Adventure, security, recognition)

Can any one of you think of a time when an automobile driver might let one drive become stronger than his security drive?

1. Adventure (speeding, etc.)
2. Interest in the other sex (one-arm driver)
3. Recognition (racing, stunting, etc.)

Conclusion by Teacher

Now remember that an **INTEREST IN THE OTHER SEX** is the most natural thing in the world, as you who have older brothers or sisters know. The thing to remember, however, with this and with the other inner human drives is to keep them in as perfect balance as possible. These drives are instinctive to us all. We must strive not to let one drive become so much more important than the others that we are thrown off balance.

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Suggested Division of Time

The test takes about 12 minutes to administer. Passing out and collecting papers should not take more than 3 or 4 minutes, and 4 minutes should be allowed for the writing of comments. The discussion, therefore, should be about 25 to 35 minutes, depending upon the length of your class period.

Caution to Teacher

Do not rush the lessons. These plans are very elastic and any point not covered in one lesson may be referred to in a future lesson.

HOW EMOTIONS AFFECT US PHYSICALLY

LESSON PLAN 5

Introductory Remarks by Teacher

Most of you have had a ride in an automobile at some time or another. Who knows what made the automobile go? (engine—gasoline) By what was the auto steered? (wheel)

Our INTELLECT (how we think) may be compared to the wheel of the auto as it directs or steers our life. Our EMOTIONS (how we feel) may be compared to the engine, or the power that drives us. Our EMOTIONS make us do things and go places.

No matter how good the wheel is, the auto may get into difficulty if the engine does not work properly. Similarly, no matter how fine our INTELLECT is, we may run into serious difficulties if our EMOTIONS get out of control.

Most of your time in school is spent in developing your INTELLECT. These classes in Human Relations are for the purpose of helping you to discover more about your emotional strengths and weaknesses in the hopes that you will be better able to learn to keep your EMOTIONS in control.

Today we are going to see if we can figure out how our feelings or emotions affect us physically. Before we hear our story for today, let us see how many feelings or more common emotions we can list. Is there anyone who can name a feeling or emotion?

(Note: About half of the following are generally listed. After the discussion, additional emotions can generally be listed.)

LOVE
HATE
FEAR (terror)
ANGER
WORRY (anxiety)
INTOLERANCE
JOY (happiness)
HOPE

GRIEF (sorrow)
JEALOUSY
EXCITEMENT
RESPECT
PATRIOTISM
WONDER
AWE
TIMIDITY

DISGUST
DISRESPECT
SHAME
INFERIORITY
PRIDE
BOREDOM
GREED
PITY

HUMAN RELATIONS IN THE CLASSROOM

Sometimes the following feelings, which are *sensations*, not *emotions*, are brought in the discussion:

HOT

COLD

THIRSTY

HUNGRY

We certainly have a good list here. Let us all read through the list together and aloud. Now as you hear the story, keep looking for these emotions, or any we may not have listed, and see if you can figure out how they affected the person physically.

The Story

The telephone rang longer and louder than usual. Oh, to be back in Vermont where they had no phone! On my way to answer the phone, I sleepily sensed it was a depressing, rainy morning, and I did not hurry downstairs to the phone. I had slept poorly and was not expecting a call. Probably it was just a wrong number. Why were people so inconsiderate to telephone at such an unearthly hour when another precious thirty minutes sleep would have been so helpful?

Another long ring made me more impatient. I only wished I could throw the telephone at whoever was calling! Angrily, I yanked the receiver off the hook. Before I even had time to start giving someone my candid opinion of him, I heard, "Overseas service from Tokyo calling to inform you your son will telephone you at nine o'clock New York Daylight Saving Time this evening."

I was so overcome, I failed to speak. The overseas operator repeated the message, and after getting an hysterical reply from me, rang off.

I sat there, dazed, and wondered what terrible thing had happened to my son. I dimly remembered reading somewhere that only serious emergency trans-Pacific calls were authorized. I realized that my son must be critically ill or in serious trouble. *He* was going to call, though; he could not be in a hospital or disciplinary barracks. Then the thought struck me that he might be marrying one of those Geisha girls he had written about! Would he re-enlist and stay in Japan several years longer? The more I wondered, the more confused and upset I became. I had counted so much on his returning home to be with me while he finished college.

The day dragged by. I could eat nothing, and became more and more jittery. No one came in. I was too upset to

HOW EMOTIONS AFFECT US PHYSICALLY

finish dressing, let alone go out. By afternoon I was dreading the nine o'clock-overseas call.

I could not bear to think that my son was not coming home for years, and then he'd probably return with a Japanese wife—perhaps half-caste Oriental children. I knew I could never bring myself to love slant-eyed Japanese grandchildren.

What had I ever done to deserve losing my son in this way? By this time, I was ashamed to let my friends or neighbors know how I was being abandoned in favor of an enemy alien girl. Was this fair after I had sacrificed so much to buy war bonds and after all the loneliness I had suffered while the only member of my family was overseas?

By six o'clock, even aspirin seemed to do me no more good. I could not even swallow a cup of tea. My head ached; my heart was beating very, very fast; my hands were perspiring. I had chills and flashes of fever from time to time.

Although I dreaded the ringing of the overseas call and hearing my only son tell me he was going to stay indefinitely in Japan; nevertheless, I was almost hypnotized by the telephone instrument as I stared at it—waiting for the fateful bell to ring.

No one called or telephoned, so I did not have to tell anyone of my terrible plight. I was beginning to consider selling my home and moving back to Vermont. I dreaded the hard winters there, but I could never bear to stay alone in the house where I had brought up my son. I would not give the neighbors a chance to talk about him, saying he cared more for that Jap girl than for me.

I do not remember what thoughts went through my mind after nightfall. I forgot, or did not have the energy, to turn on the light. I was sitting alone in the dark, trembling with apprehension, waiting for the sound of the bell when the call would come through from Japan—the bell which would sound the end of my hopes.

I suddenly came to with a start! I heard a bell. Jumping to my feet, I grasped for the receiver and held it to my ear. I answered, "Yes" to the query of the far-off telephone operator. Suddenly, over the telephone wires with a bell-like distinction came the voice I knew and loved so well, "Hi, Mom—I'm flying home tomorrow. I should be out of service and with you within five days."

HUMAN RELATIONS IN THE CLASSROOM

Thinking of the cakes and pies I would make for him, I relaxed contentedly in my chair, ready to talk eagerly of his plans, and smiling as my thoughts ran ahead to our happy reunion.

* * *

Discussion Continued

Some of you girls undoubtedly have a pet cat at home. What happens when it meets a strange dog? (Runs away, or, if cornered, arches its back and gets ready to fight.)

What EMOTIONS does the cat show? (Fear—anger—excitement)

How does it show these emotions? (By hissing, fur rising, etc.)

Does anyone remember which one of the INNER HUMAN DRIVES, which we discussed during the last lesson, caused the cat to act this way? (Self-protection or Security.)

In the story we had today, can you remember any events in which the emotions were aroused? What were they? How did they affect the person?

(After the emotion is named, underline it or add it to the list on the board, and try to bring out the physical effects which accompanied it. For example:

Anger—yanked the receiver off the hook.

Fear—can't talk.

Worry—couldn't eat.

Joy—relaxed, smiling after call.)

How do we act when we are angry?

What changes have you noticed in your body when your emotions are aroused? What does worry or anger do to you? (Perspiration, clammy hands, heart acts up, breathing difficult, can't eat or digest food, have trouble sleeping, etc.)

We can see that our emotions do have a physical effect upon us. Does this mean that there is nothing we can do about it? Have any of you ever felt these emotions almost control you, but you were able to overcome the physical effects? Will you tell us what you did? (Think, learn, reason—that is, USE INTELLECT)

What might happen if a car, in motion with its motor going, was uncontrolled? (Tragedy, accidents, etc. can happen) If we allow our emotions to have charge over our mind, we may not be very happy.

HOW EMOTIONS AFFECT US PHYSICALLY

Why did the boy's mother expect the worst? What kind of a day did she have? What kind of a day might she have had if she controlled her worry? Would you have liked her more if she had kept busy and working instead of just sitting in fear?

Have any of you ever expected the worst, and then been pleasantly surprised not to have it happen? How did you feel?

Conclusion of Lesson

Today we have proved that our emotions have a great deal to do with our success in life. Our mind can generally control our emotions even though these emotions do have an effect upon our physical bodies. Just as one becomes a good driver of an automobile by keeping at it, so do we become more able to control our emotions the more we try. The next time you feel yourself getting angry, hesitate a moment, think calmly, and try to overcome your anger. As we learn more about how our emotions are aroused, and how they control our actions, I hope we will be better able to keep them in reasonable balance.

Instruction to Pupils by Teacher

Write Lesson 5 on your papers and add your report of today's lesson. Let me know what you thought of it.

Suggested Division of Class Time

The introduction should not take more than ten minutes; the story, about seven minutes; the conclusion and writing of lesson notes, about five minutes. The discussion should take up most of the class time.

Caution to Teacher

Use the blackboard as much as possible in leading your discussion. By listing emotions, or possible "sparks" that arouse emotions, you are giving the children a chance to see as well as hear these words, and you are strengthening their chances of remembering them. You can also reread the list aloud to help further impress the class about the points brought out in these discussions.

MENTAL HYGIENE AND THE HUMAN RELATIONS CLASSES

TEACHER AID III

The purposes behind our Human Relations Class program are two-fold. First, it is hoped that every boy and girl in each class may come to know more about their individual emotional strengths and weaknesses and the important part emotions play in their lives, to the end that they become more emotionally mature. The second purpose of the Human Relations Classes is to give special consideration to boys and girls who are socially unacceptable to their classmates. We are trying to see if something can be done to improve their personalities or to help them in other ways so that they may gain friendships with other youngsters in the class and thus may become more accepted. If this can be brought about, there is much less danger of their developing into seriously maladjusted young men and women.

In a recent Human Relations Class your pupils voted for certain classmates because of their desirable personality traits or special skills. This Class Acceptability Record was not intended as a psychometric test—it was for the purpose of drawing your attention to the fact that there are certain children in your class who are socially unacceptable to their classmates. In most Class Acceptability Records five to seven of the students received no votes or possibly just one or two votes. This indicated that these boys and girls were not desired by the other students either as social companions, as co-workers on school projects, or even as teammates in athletic groups.

This same test, or one similar to it, has been given in several thousand classes in all parts of the United States and Canada—in slow and in fast classes—in rural and in city schools—in public and private schools. By making this test a sort of game, teachers have given it orally to students in the lowest grades. It has also been administered by homeroom

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teachers in senior high schools. The results have been always approximately the same. About 15 per cent of the pupils in each class proved to be socially unacceptable to their classmates.

The collaborating teachers in our experimental Human Relations Classes have submitted the following reasons which they believe generally account for the social unacceptability of students in their classes: extreme shyness or timidity, showing off, being new, having unsightly physical appearances, being decidedly unclean, and racial prejudice.

In a recent Human Relations Class the boys and girls discovered that one of their most important inner human drives was the desire for recognition, the craving to be appreciated, the wish to be accepted by others. It has undoubtedly been brought out in a number of your Human Relations Classes how important it is for a boy or girl to have real friends. To have friends is an indication that you are worthwhile, that you have personality traits pleasing to other people, that you have been accepted.

Some of the students overlooked by their classmates may withdraw further into themselves and become more shy and timid. Others may become moody and even resentful, and as they grow older show signs of being decidedly frustrated. No one of us can be entirely normal if we feel we are not wanted by our associates.

I am not particularly worried about the "showoff" for—generally speaking—life experiences will tame him down a bit. Although he will always be too inclined to be the center of things, he probably never will become a seriously maladjusted person.

In all probability the new students will be more acceptable to their classmates as soon as they become acquainted. The understanding teacher devises many ways and means of helping the new student feel welcome. It is most helpful to a new student if he receives a few personal attentions from his teacher and classmates.

I am of the definite opinion that many of those who have become emotionally unstable or who have become delinquent were members of this socially unacceptable group which we are turning out of our schools every year. We must strive to find ways and means of curtailing decidedly this overlooked 15 per cent of our school children.

HUMAN RELATIONS IN THE CLASSROOM

In the Human Relations Classes, the teachers, whenever the opportunity offers, should call on the children in this socially unwanted group; and when these students make good contributions to the discussion, be sure to praise them. Sometimes they bring out into the open in these discussions their own problems and this may be very helpful to them. The teacher with ingenuity can be of decided help to all the boys and girls in the overlooked group, especially the very shy children.

Every child in the overlooked group should be personally studied by the teacher to find his particular strengths or special interests. Sometimes this child may have an unusually fine collection, or have traveled extensively, or have some musical ability. By tactfully bringing these strengths or experiences of the overlooked child to the attention of the rest of the class, she provides for the youngster more consideration and builds up his prestige.

From the Class Acceptability Records the teacher knows for whom each child voted and thus admires, and she also knows who—if anyone—voted for the overlooked child. It is decidedly worthwhile to take advantage of this information and reseat children so that the overlooked children can be seated among those they admire. In class projects by teaming up one of the overlooked children with those he admires she can help him. In this way the other boys and girls may come to know him better and show more tolerance of him and try to help him. Definite class responsibilities should be given those in the socially unacceptable group. When they handle their responsibilities well, they should be praised for this success, in front of the class if possible.

Frequently a child who is overlooked can be helped by a little special tutoring or outside help. Many years ago, just before leaving home for a two-weeks trip, I went to a nearby vacant lot to bid good-bye to my young son. Many of the boys in the neighborhood were playing ball there. I noticed one of my neighbor's children, Jack, a fine looking fellow, was looking wistfully on and not taking part in the game. I asked him why he was not playing and he said, "The kids won't let me play. They say I throw a ball like a girl."

Just then my son came over with one of his friends. I said to the boys, "I am going away for a couple of weeks. If, while I'm away, you will teach Jack to throw a ball like the rest of the boys, I'll give you each a half-dollar on my return."

MENTAL HYGIENE AND THE HUMAN RELATIONS CLASSES

I never did find out what these boys did with Jack, but they must have pretty well worn him out by constant practice. Anyway, when I returned, they promptly showed me how well Jack could then throw a ball and they collected the promised half dollars. From that time on Jack seemed to have no trouble with the boys at all. He had become a regular fellow and was one of the gang.

One of the finest examples I know of a teacher's ingenuity in helping a shy child took place in Toronto, Canada. In one of the classes where we were studying shy children some nine years ago, the teacher had one boy whom she could not get to speak loud enough in class to be heard by the rest of the children. For weeks she tried to give this shy, timid youngster, David, more confidence. She endeavored to learn if there were anything he could do a little better than the rest of the children. This was difficult for David seemed to be an average boy in every way, other than for his extreme timidity. One noon when she was approaching the school, she noticed his riding his bike on the sidewalk just in front of her. He would ride very slowly for a foot or two more. When the teacher came up to him, she said, "Dave, you certainly can ride a bike slowly, can't you?" She could barely hear his quiet, "Yes, Ma'am."

As she proceeded to the school, she had an idea. That afternoon she put it into execution. She borrowed a pail of whitewash from the janitor; then she had the boys in her class line out, in the back yard of the school, a series of parallel lines about 10 feet apart extending from fence to fence. The next day in school she invited all children who had bikes to bring them to school that afternoon, and the first "slow-riding bicycle race" in history was put on. The rules were simple. All the children started from one fence and had to stay within the space between the whitewashed lines allotted them. Touching the ground with the feet or running over the line disqualified the offender. David won the race with no trouble and became the "slow-riding bicycle champion" of his class.

The following day the contest was opened to the students in the higher classes in the school and again he won easily. He became the "slow-riding bicycle champion" of the school. Much interest was aroused, and other schools in that part of Toronto were challenged, with the result that David became the "slow-riding bicycle champion" in that area of Toronto.

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While these contests were going on, all of the children in his class and—for that matter—in his school started looking upon David as a hero, for he was the only champion of which their school could boast. The other boys and girls wanted him to participate in all their social affairs and made a great fuss over him. As the weeks went on, his personality changed decidedly. The fact that he was given this recognition and was sought out so much by other children changed his entire outlook on life. Without realizing it, he was talking above a whisper in class when called upon, and gradually his shy and timid mannerisms disappeared almost entirely. David could never become an extrovert, but he did—due to the ingenuity of his teacher—gain self-confidence to the point that he became one of the most popular boys in his class.

Teachers can frequently enlist the help of a class leader in the classrooms to give personal attention and help to one of the overlooked children. This, of course, must be done on a confidential basis. In every class there are two or three class leaders who have the influence, leadership, and ability to bring an outside child into their "gang". Teachers sometimes use this method successfully of bringing the new students into the activities of the class. This method can also be used on the more difficult job of bringing a very shy child or a child for whom racial prejudice is shown into group social activities.

Some teachers will say this is all very interesting but that they do not have time to carry on all their regular school work and also attempt to readjust the psychological lives of their students. On the other hand, there are many teachers who gain lasting satisfactions from being able to help an unhappy, overlooked child to become accepted by his group.

Generally the children in this unaccepted group—especially those who are very shy or those for whom racial prejudice is shown—have latent abilities which, if properly developed, will make them into most useful citizens. Is not this the basic purpose of our educational system—that of being able to turn out of our schools a higher percentage of our boys and girls as well adjusted young people who shall be able to assume their responsibilities in life?

H. EDMUND BULLIS.

HOW EMOTIONS ARE AROUSED

LESSON PLAN 6

Introductory Remarks by the Teacher

Last week when we concluded our discussion on how emotions affect us physically, I said I hoped that as we learned more about how our emotions are aroused, we would be better able to keep them under reasonable control and in balance.

The study of emotions is a very complex one and one which we really learn only through our actual life experiences. However, little by little we can and do learn something in other ways which will help us better understand ourselves and others.

Let us begin today with a quick review to see how many emotions we can remember from last week. Let us list the *main* emotions: LOVE, HATE, WORRY, FEAR.

Now we have also learned that all of these emotions do affect us physically and the same emotion affected us in different ways. What I would like to try to do is to see if we can figure out in what way these emotions are aroused—or by what means. To go back to the idea of a car—you know that the driver has to step on the starter which causes a fly-wheel mechanism to start whirring and a spark is released which ignites the gasoline, and the car is started. Let's see if we can figure out what parts of our bodies might be compared to these sparks which start the engine going.

Suppose you were walking along the street and suddenly noticed a man mercilessly beating a small dog. What emotions would be aroused? (List following on the blackboard):

ANGER — at man PITY — for dog

Can anyone figure through what part of our body this emotion was started?

EYES — seeing it EARS — hearing cries of dog

Can anyone think of any way in which your eyes were the means through which your emotions were aroused? Do

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you remember how you felt during the war when you saw the American Flag flying? What emotions might we add to our list on the board? How do you feel when you see men marching or drilling together?

I would like to take time now to read you a brief incident from World War II which may help us to figure out further ways through which our emotions are aroused.

The Story

One very dark night in London during an extremely severe bombing raid, a high-ranking American officer came out of the War Ministry Building in Whitehall to go to Norfolk House about a mile and a half across the city. He called for a taxi many times with no luck. He was most impatient and upset as he was already late for an important Allied Force conference. He knew he could not find his way across London in the blackout. As he waited, he became more and more nervous.

A young Britisher, who was passing at that time, heard the American officer calling for a taxi and volunteered to act as guide. In spite of the screeching of the air raid siren and the sounds of bombs exploding in the distance, the young guide was so calm and relaxed that the American officer became much less impatient and less tense.

Without a misstep or any hesitation, the young Britisher helped the American officer up curbs, through alleys, carefully avoiding bomb holes and piles of wreckage from bombed buildings.

About five minutes after they started out, they were almost deafened by the unexpected firing of many ack-ack guns hidden in the darkness just a few yards from where they were passing. Suddenly, the sky was lit up with searchlights and dozens of machine guns started firing at an enemy bomber which by this time had been brought into the beams of the searchlights. The incendiary tracer bullets going up towards the plane were like old time 4th-of-July fireworks. This was the first experience of the American officer in an air raid, and naturally he was jittery.

In a few minutes, the bomber which had been diverted from its course was out of sight. The ack-ack firing ceased; the searchlights were dimmed. The sudden change made the recent air raid seem almost unreal.

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While the guide and the officer were slowed up a bit weaving in and out among piles of stone and bricks from bombed buildings, the strong odor of stagnant water was very noticeable. The guide explained that all the buildings on the right hand side of that block had been completely destroyed. The cellars had been filled with water many months before so as to have it available for fire protection in that area. He also volunteered the information that several people had been drowned there when they had lost their way during blackouts. This news was not exactly cheering to the American officer.

A few minutes later, much more pleasing odors were noticed as they passed through a narrow alley back of the kitchen of one of the best known restaurants in London. The smell of coffee percolating and meat roasting made the officer realize he was very hungry for he had missed his dinner.

About twenty-five minutes after leaving Whitehall, the guide came to an abrupt stop, halted by a sentry. The officer reached his hand out, and it came into sudden contact with the sharp points of barbed wire. Then he realized that he had reached Devonshire Square where Norfolk House was located, for all around Norfolk House were barbed wire entanglements to prevent any enemy spies getting by the guards into this secret headquarters where the African invasion was being planned.

The American officer, in thanking his guide, said, "How in the world do you see in this blackout? I couldn't see a thing."

The Britisher replied, "I am blind. I lost the sight of both my eyes in one of the first London blitzes."

Discussion Continued

We can easily see that the hero of this story made out remarkably well in spite of his handicap—but let us look for a moment at his companion. What emotions might we say were begun by what he *saw*—that is, through his eyes?

If ears had been mentioned in the first part of the discussion, you might ask, "What further proof do you have that what we hear is a starting point of our emotions?"

If ears have not been mentioned, you may ask, "Did this man have his emotions aroused in any other way than we have mentioned?"

HUMAN RELATIONS IN THE CLASSROOM

How did he feel when he smelt the food cooking? What is your favorite smell?

Was there any unpleasant odor mentioned in the story?

How did the American officer know he had finally reached his destination? Does this point out any other part of our body by which we may have our emotions aroused? (Touch).

What do you like especially to touch? (Velvet, soft fur, etc.) At Hallowe'en parties* or at initiations, many times people make use of this idea to arouse unpleasant emotions. Have any of you ever experienced touching something unpleasant? Will you tell us about it? (*Parties where you are blindfolded, and a horror story is told and a piece of ice is used to "cut", cold spaghetti, and grapes, etc. to illustrate story.)

Boys overseas especially enjoyed receiving cookies made by their mothers. What emotions were aroused when this happened? (Love, homesickness)

How did the fellows who did not receive the cookies feel?

Have you ever been away and had a similar experience?

You can see that sometimes even our taste can arouse an emotion.

Conclusion of Discussion

Today we have discovered that our emotions may be aroused through what we see, hear, smell, touch, or taste, and that both pleasant and unpleasant feelings may result depending upon our own personal reactions. As one boy said, "As I look back at myself after our class talks, I can see how silly some of my emotions were—although they worried me at the time."

Instruction to Pupils

Write Lesson 6 on your paper and write your comments on today's lesson.

Suggested Division of Class Time

The discussion should take up most of your class time. Be sure to plan enough time for each student to write down his comments at the end of the lesson. The introduction,

HOW EMOTIONS ARE AROUSED

story, and passing out of the papers should not take more than fifteen minutes.

Caution to Teacher

Remember to refer the questions back to the children themselves instead of answering it yourself, for example:

"Does anyone disagree with J——'s statement?" OR

"J——, why do you think that? Can you prove your statement?"

EMOTIONS DISPLAYED AT HALLOWE'EN

LESSON PLAN 7

Introduction by Teacher

Toward the end of October, children all over the United States in cities or in villages look forward to a special evening of fun and frolic. This evening has been celebrated for many years as we all can remember stories our father or grandfather told of his experiences.

Who can tell me the name of this holiday? Can anyone explain its meaning? Yes, it is a contracted form of "hallow evening" or "All Saints' Evening."

(Hallowe'en was originally observed centuries before Christ. Dressing in costumes comes from the idea of taking the place of departed spirits. Cats were sacred because they were believed to have once been humans who had been changed into cats as punishment for evil deeds. The idea of the Jack-O-Lantern came from the Irish who claimed that a stingy man named Jack was barred from Heaven because of his miserliness and was forbidden to enter Hell because of his practical jokes on the devil—so he had been condemned to walk on earth with his lantern until Judgment Day. Pumpkins and apples are part of Hallowe'en because of the harvesting of the crops at that time of the year. Witches were women who had given their souls to the devil, and at Hallowe'en flew up the chimneys on broomsticks, accompanied by cats, to meet the devil. Visiting in homes comes from the Irish peasants who went about asking for money to celebrate a Saint's festival.)

Our celebrations today are very different from those early ones perhaps because our way of living has changed in so many ways. After we hear our story, let us see if we can figure out just what emotions were aroused to cause our soldiers to act as they did. This may help us to decide just what kind of celebrations we want for ourselves.

EMOTIONS DISPLAYED AT HALLOWE'EN

The Story

On November 11, 1942, when the armistice was signed bringing peace between the Allied Forces and the French in North Africa, General Eisenhower sent out a special message directing that we exert every effort to bring about friendly and cordial relationships between the American armed forces and the French and Arab civilians of North Africa.

During the next few weeks, such excellent progress was made that some of the leading French citizens of the North African city where I was stationed suggested to the Commanding General that the French people would like the privilege of entertaining in their homes Americans—so many of whom for the first time would be away from their loved ones on Christmas.

This idea met with much enthusiasm; and our GI's—not to be outdone—arranged a number of parties for the French and Arab children to be held on afternoons preceding Christmas. These parties were most successful, and greatly enjoyed by the children, most of whom never before had tasted American ice cream and candy.

The French, in turn, arranged for a number of Christmas parties for our GI's. Many French families said they would be delighted to have American boys visit their homes on the afternoon before Christmas from 4 P. M. to 7 P. M. A list of these hospitable French people was forwarded to American headquarters, and arrangements were made whereby selected soldiers from the various units were given the address of one of the French families who were entertaining. There was every indication that the Christmas spirit was going to bring the French and the Americans much more closely together.

For weeks we had been expecting the first large convoy of service troops. Up to this time, most of the troops in North Africa were combat invasion troops. Just before Christmas, this convoy arrived, and thousands of American troops disembarked and were sent to the camps which had been prepared for them. These troops, many with little disciplinary training, together with hundreds of merchant marine seamen and navy-gun-crewmen from the large convoy of freight ships in the harbor, had their first taste of shore leave on the day before Christmas.

In a short time, the cafes were filled. In the middle of the afternoon, some of these new arrivals started parading with the mistaken idea that they were invading an enemy

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country. As the afternoon advanced, it was necessary to strengthen greatly the military police for the newcomers were getting out of hand. Many of them walked a street ten or fifteen abreast and would circle around any passing French girls. At first, this exuberant spirit was smiled at, and many of the girls enjoyed these special attentions. After a while, however, it got past the friendly stage. They would circle around some bewildered old Arab man, and some GI, merchant marine seaman or sailor would take as a souvenir the old man's fez, which was greatly treasured by an Arab as it had been impossible to buy a fez for some years.

In a short time, our boys started taking souvenirs from the sidewalk shops. Snake marches were led through the cafes and stores. One of these lines went into the finest bakery in town where through some miracle enough sugar had been obtained to make a number of fancy Christmas cakes and pastries. The lines started helping themselves to these, and then started throwing the pastries at each other. In less than three minutes, the shop was in shambles; and no pastries were left for the French children at Christmas.

A group of Americans went into a small watchmaker's store. One of them pointed to a tray containing nine valuable Swiss watches. The proprietor brought out the watches to display. One of the GI's pointed to some articles behind the proprietor, and as he was getting them, all the watches disappeared as did the GI's.

The old native city where the Arabs lived was "out of bounds" to American troops, and MP's were stationed at street entrances. One of the parading groups decided to enter this forbidden territory. They quickly overcame the MP, took away his pistol, and hundreds of our boys rushed into the old walled city. There, American boys for the first time saw groups of veiled Arab women. A few GI's were foolish enough to attempt to raise the veils of the women. This, of course, meant trouble; and, in a short time, there was a free-for-all in which a few Americans and many Arabs were seriously hurt.

By late afternoon, in spite of the MP reinforcements, the gay holiday spirit of these Americans had changed to an hysterical mob spirit with no respect for personal rights or personal property. Our boys refused to pay bills for those things which they purchased. The stores started closing up for protection. In spite of this, stores were broken into, plate

EMOTIONS DISPLAYED AT HALLOWE'EN

glass windows were smashed, and many people were hurt. Some of the mob, seeing other soldiers going into private homes to which they had previously been invited, "crashed the gate" and made themselves most unwelcome.

As the mob spirit increased on the afternoon before Christmas, young French boys in their early teens gleefully joined in with the Americans in their destructive march throughout the city. Even after our MP's had arrested many of the mob, and the excitement had decreased, many Arabs took advantage of the lawlessness and the broken windows and looted systematically some of the places broken open early in the day. We Americans, of course, received full blame for all these losses.

As President of the US Claims Commission, it was my responsibility to consider all claims of French and Arab citizens against the US Government. The day after Christmas, I was amazed at the crowd of claimants—French and Arab. They had come to my office with claims for the damage brought on by our American forces. I shall never forget the bitterness of these people, many of whom had generously opened their homes only to have them wrecked and priceless family heirlooms taken away as souvenirs. I can vividly remember the resentful attitude of the Arabs who had suffered damage to their shops, but who even more bitterly resented the uncalled-for behavior of our men towards their veiled women. The friendly, cooperative spirit, which we had been striving to build up at the direction of General Eisenhower, was gone. In spite of the many hundreds of claims which we paid, we were never again able to recapture that spontaneous friendly spirit which was in evidence a few days before Christmas.

Discussion Continued (Statement by Teacher)

This story is one we cannot forget easily, and the more we think about it, the more ashamed we become of our American countrymen. To begin our discussion, let us see which inner human drive of the *rioting* soldiers became so demanding that it was out of balance.

Who can name it? (Write ADVENTURE or LOVE OF EXCITEMENT on blackboard.)

When the new convoy of service troops arrived, can you figure how they felt?

HUMAN RELATIONS IN THE CLASSROOM

When they started their celebrations, what was their main idea? (Fun)

What probably was the "spark" that set off the rioting? (A "Show-off" did something.) Why did this "show-off" lead others to follow him?

At times of great emotional excitement, it is very easy to get "swept off one's feet"—to catch the feeling of the mob almost as one would catch a disease. Here again we must try to be calm, and think before we act.

What inner drive of these lonely soldiers was not being satisfied? (Love of praise or RECOGNITION)

Now we know that all of us have these inner human drives within us. The *soldiers who had been in North Africa a long time* had them, too. What drive of theirs, which might have been out of balance during the battles, was now in balance? (SELF-PRESERVATION or SECURITY)

How were they going to satisfy their liking for excitement? (parties, visits, etc.) What emotions did the happy or combat soldiers show? What emotions did they arouse in others?

It is advisable to list EMOTIONS as follows:

<i>Happy, Secure Soldiers</i>		<i>Unhappy, Insecure Soldiers</i>		
Joy	Hope	Disrespect	Hate	Bitterness
Patriotism	Pride	Intolerance	Greed	Disgust
Love	Pity	Homesickness	Shame	Sorrow
Respect		Boredom	Anger	Jealousy
			Fear	

What emotions made the French invite the soldiers to their homes?

What emotions made our American boys plan parties for the French and Arab children?

Why was it important for the Americans to establish friendly relations with the French and Arabs?

We have listed the emotions for the combat (or secure) soldiers; let us try to list the emotions that concern the newly arrived troops.

They went out to get fun and excitement, but ended by arousing what emotions?

How did the bakery owner feel?

What emotion was shown by their entering the "walled city"?

EMOTIONS DISPLAYED AT HALLOWE'EN

What emotions were shown by their treatment of the MP's?

What emotions were aroused by their actions in the "walled city"?

What character have we discussed which these rioting soldiers bring back to mind? In what way did their emotions make them "public enemies of good human relations"?

As we look at these two lists, we can see the emotions that figure in a happy picture and one in a very sorrowful one. We have to decide which group we want our Hallowe'en celebration listed under.

Why do our parents, teachers, and older people so often dread Hallowe'en?

What are some of the things which can be done to celebrate Hallowe'en happily? (Hallowe'en parties in the home; ducking for apples and other Hallowe'en games; cider and doughnuts; dressing in costumes, visiting the homes of friends, etc.)

If you like to go around visiting other homes in costume, what should you remember? How would you know if the people in the homes you visit wanted to see you? (Lights on; fruit and candy in sight, etc.)

Why do you enjoy showing off your costumes and visiting other people?

Should you force yourself on those who do not show they wish to see you?

As the Americans in North Africa needed to maintain friendly relations with the French and Arabs, do you think the children need to keep the respect and confidence of their neighborhood and community? Why is it necessary?

Conclusion by Teacher

As we have said often, our success in life depends greatly upon our ability to get along with others. Unfortunately, our American soldiers in North Africa in the story had much to learn in this respect. They let their love for excitement get out of balance and permitted emotions like selfishness, hate, greed, and intolerance carry them along their destructive road. We can imagine how they felt as they thought about it later.

In some communities, Hallowe'en parties and parades with prizes for the most unique costumes have helped make Hallowe'en enjoyable to all. Let us hope that you will always

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be able to look forward to each Hallowe'en as a time of real fun and happiness. It depends on you.

Now take your papers, and write Lesson 7. Make any comments you care to.

Division of Class Time

The introduction and story will take about five minutes. Passing out and collecting papers, and writing of comments should take about 5 to 7 minutes. The remaining 30 minutes should be spent on discussion.

Caution to Teacher

Do not be afraid to tell of your own personal experiences. Many times these are a very good stimulus to discussion.

OUR UNPLEASANT EMOTIONS

LESSON PLAN 8

Introductory Remarks by Teacher

In our previous discussions we have begun to learn that our emotions have a great influence on our everyday living and that there is very much we can learn from each other about them. Until now, we have talked about our emotions in general, so that for the next two lessons we thought it might be helpful to be more specific. Today we shall center our discussion on our unpleasant emotions.

Who can remember some ways our emotions affect us physically? Who can name the "sparks" or means by which our emotions are aroused?

Let us quickly list a few unpleasant emotions. As you suggest an unpleasant emotion, will you try to tell us why you think it is an unpleasant one? What experience have you had which would prove this?

Now we know that all of these are normal reactions because we have experienced them. In a number of our lessons you have brought out fear, and how you felt while being afraid. In our story today we have an incident of a fellow who felt "he could not take it". He feared the "unknown" so much that fear governed everything he did.

The Story

We were just creeping along—34 kilometers in 3½ hours—less than 8 miles an hour. The road from Constantine toward Algiers was streaming with traffic. Every type of Army vehicle was heading for the Tunisian front. Troops, supplies, artillery, and armored vehicles were desperately needed to throw back the enemy.

I was scheduled to fly from Maison Blanche to Oran that afternoon; and unless we obtained better breaks in by-passing the heavy traffic, I knew I would never reach my plane in

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time. To add to the delay, we had a blowout and had no spare tire.

While my driver was removing the tire, I walked to a nearby Arab farm with the hope of buying a few oranges there. When I returned to the car, I saw there was a strange GI pumping up the tire. My driver came over to me, and quietly told me his new helper was acting very peculiarly and suggested I talk to him.

The GI was just a youngster, probably 18 or 19. He was very nervous and excited. He told me he had had no food or sleep for two days. His replies to my questions were not clear. I realized immediately he was seriously frightened—that he was running away—that he was undoubtedly AWOL. I offered him a couple of oranges and some K rations. This calmed him down a bit; and, by the time the tire was changed, he broke down and started telling me his story. I told him to get into the car with me; and, while we were traveling, he seemed to get relief in telling me his troubles.

He had been an only son of a fairly well-to-do widowed mother. Immediately after graduation from high school, he was drafted. He had never been separated from his mother for overnight before going into the army. His mother had had a nervous breakdown, and had tried to get him exempted from the draft. She was certain she would never see him again; she felt he would surely be killed in battle.

He had difficulty getting along in the army as he did not make any friends. He had never had any buddies in high school, and in the army it was the same.

Ever since he had been in the army, he had experienced sudden pains and aches when he was called upon to face some new situation. He went on sick-call repeatedly, but the medicos could not seem to find anything the matter with him. He had a nervous upset when his unit received overseas orders. On the transport, being seasick and very jittery, he had difficulty eating so that he landed in North Africa in poor physical condition.

During the three months he had been in North Africa, he had been constantly worrying that when he was eventually called upon to face the enemy, he would show he was a coward—he would try to run away. He felt he could not stand it if the men in his outfit found out he was so terribly afraid.

Two days before I met him on the road, his outfit—an infantry regiment—had been alerted to go forward to take

OUR UNPLEASANT EMOTIONS

part in the Tunisian fighting. He realized the time had finally come when the men in his outfit would discover he was a coward—that he couldn't take it.

That night, without saying a word to anybody or taking any equipment with him, he managed to slip out of his unit area. A convoy of empty trucks, headed back towards Algiers for more supplies, happened to be slowly passing his regimental area. In the darkness, he was able to slip into the back of one of the trucks without the driver or anyone else noticing him. He pulled a canvas cover over himself, and traveled the balance of the night and part of the next morning, putting many miles between him and his outfit.

He slipped out of the truck while the convoy was halted at a detour where a bridge had been blown up. There were hundreds of GI's there erecting a Bailey Bridge so he was not noticed. The rest of the day and the next night he wandered in a daze, evading American units on the road as much as possible.

As I talked to him, he did not seem to realize that he was in most serious trouble—he was more than AWOL—he was a deserter; he could be shot!

Evidently, he never had had anyone listen to him sympathetically. He had no friend other than his mother to talk things over with him. No understanding officer or soldier in his outfit had ever assured him that it was natural for him to have fears, that his fears should be brought out into the open and faced up to rather than be hidden.

About two hours afterwards, we reached Maison Blanche, the busy airport just East of Algiers. When we arrived there, I arranged with a friend of mine in the Operations Office to have the boy, who had been traveling with me, flown by freight ship which was just leaving for Constantine.

I urged the boy to report to the Military Police in Constantine, advising him to say that he had been left behind and was anxious to rejoin his regiment which would probably pass through Constantine late that afternoon bound for the Tunisian front.

I do not know whether the boy ever found his outfit or not—whether he was court martialled for desertion—or whether he finally became a good soldier.

His difficulty was not that "he couldn't take it," but that he had made up his mind he couldn't take it because of sheer

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ignorance as to how much danger and hardship he could endure.

The recent war taught those of us who served in the Army, Navy, or Marines that no matter how bad things were, we could always take more than we thought we could. We all found we had hidden power to fall back on when the going got tough.

Discussion Continued—Statement by Teacher

Our story brings out one important thought. Fear is an *emotion*, but cowardice is a *behavior*. In other words, the boy in the story was a coward; he gave in to fear rather than face it. Sometimes this fear has been piling up for a long time within us.

What were some of the things which had helped to build up this boy's fear within him? (He had no friends to talk over his fears with and no one with whom to share his problems.)

What might have been done when he was younger to help him?

Did he have any reason to be afraid? Why then was he afraid?

What do you think eventually happened to him? Why do you think so?

We have discussed physical reactions aroused by fear which hampered our eating, talking, or moving. What physical reactions does fear arouse which are helpful? (More blood to vital areas because of heart action; quick thinking, increased awareness; faster breathing gives better oxygen; edginess makes us more fit to act quickly when need arises; perspiration on hands helps us to grip things more easily if we need to hold on to or climb something quickly, etc.)

Some of you have said your worst fears have been based on what you *imagined* was true, and not on what was really the case. Why does our imagination work so much faster when we are afraid?

Fear is an emotion we all have experienced, and often we have found it a protective emotion. Many times it is a warning feeling that one's security or self-preservation instinct is being threatened. Have any of you ever felt that your fear was a warning which saved you from misfortune? Can you tell us about it?

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Have any of you ever given into fear at one time and then later been able to overcome it in another instance? Will you tell us about those times?

What are some of the things of which we should be afraid?

Suppose you had a small cavity in a tooth which was painful. What would fear cause you to do?

We all dread going to the dentist. Why?

Why are we afraid of things which we have never experienced?

How did you feel before you went on a roller coaster? Why? How did you feel afterwards?

Have any of you ever been alone in your home at night, and heard strange noises which frightened you? What did you do?

Ninety-nine per cent of the fliers during the war admitted they felt fear before each bombing mission, and said that this fear increased with each mission. They said that talking about it, joking, keeping busy, or seeing others calm helped to lessen the strain. Do you know of any way you have eased your feeling of fear?

Conclusion by Teacher

We should remember that many times we are afraid of something because we do not really understand it. We must try always to see what this thing is of which we are afraid, to look at it squarely, and to study just what we fear. We must learn to live with fear, to accept it, to feel afraid but not ashamed of being afraid, and to use up our fear as we go along—not to let it pile up within ourselves. Bring fear out in the open; talk about it, and then we shall be able to accept it as naturally as we accept anger or disgust or happiness. If we are afraid of having a tooth pulled, the best way to stop piling up the fear is to have the tooth pulled. Doing what one fears—if it is an obligation—is the best remedy for doing away with it.

Suggested Division of Class Time

The passing out and collecting of papers, and the writing of comments will take about six minutes. The first part of the discussion will take about five minutes, the story will take

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about seven minutes, and the remaining time is for the balance of the discussion.

Caution to Teacher

Even though it seems to slow up the discussion at times to insist upon each child's standing to recite, it is an excellent rule to follow for group discussion. Not only does the student have more time to think as he rises, but he increases in poise and ability to express himself on his feet. Of course, it also serves to focus the attention of the class on the speaker.

EMOTIONAL CONFLICTS

LESSON PLAN 9

Introductory Remarks by Teacher

In our past lessons we have discussed our emotions, how they are aroused, how they affect us physically, and the important part they play in our lives. We know that at times our emotions make us do silly things—but nevertheless, we know that they are a very important part of our lives.

Sometimes we can control them by thinking calmly about what has upset us; sometimes we can not. Often two or more of our emotions, at the same time, are driving us in different directions. This produces within us an upsetting, emotional condition which is called a *conflict*. These conflicts, unless they are solved satisfactorily, cause us to be nervous or jittery; they make it difficult for us to think clearly or to make decisions promptly.

Many times we are not even able to figure out what causes these conflicts, or possibly we may have certain emotional drives that we are ashamed of and hesitate to admit we have them, even to ourselves.

Today instead of discussing a story, we shall discuss several unrelated experiences of young people of junior high school age, who, when confronted with conflicts, solved them successfully.

(Note: If time does not allow for discussing five experiences, the fifth experience may be omitted.)

EXPERIENCE No. 1

Betty, a junior high school student, told her mother she had so much homework to do that evening, in addition to preparing for a test, that she would have to stay up much later than usual. At 7 o'clock in the evening, Betty was invited to attend a very fine concert as the guest of an intimate girl friend. Being much interested in music, she had wished to hear this concert, but her family could not afford the ex-

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pense. Betty's mother told her to make her own decision. After changing her mind several times, Betty attended the concert.

* * *

What emotions were conflicting while Betty was hesitating in making her decision? (Joy, excitement, and happiness conflicting with anxiety and fear. You might write on the board ◀ JOY — WORRY ▶)

Do you think Betty was worried or nervous at the concert? Why?

What plan might she have worked out so that she could have forgotten her worries and fully enjoyed the concert? (Do homework in whatever time she had; get up early next day to study, etc.)

Can any of you give a personal experience to show how you have solved an emotional *conflict* of this kind?

(The above experience represents a comparatively simple form of conflict where it was necessary to choose between two different emotional drives.)

EXPERIENCE No. 2

For years a well-known school for boys of junior high school age had been very proud of its honor system. At examination time, after giving out the questions, the teachers left the examination rooms. The students were proud of the trust placed in them and in the splendid tradition of the school that its pupils never cheated. Jack, who was in his last year, had been on the honor roll continuously for two years. In his final examination, which was very important to him, he found three questions he could not answer. He knew exactly where he could find the answers in the textbook which he had with him. Seated in the back of the room, he could easily look up the answers without anyone seeing him. Jack started to open the book several times. After a few minutes of indecision, he hurriedly turned in his examination paper with the three questions unanswered.

* * *

What emotional desires of Jack were in *conflict*? (His honesty and the tradition of the school in conflict with the desire for good scholastic record.)

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Do you feel he regretted his decision afterwards? Why not?

If he had cheated, what would have been his reactions afterwards?

Have any of you ever cheated? How did you feel about it?

Have any of you ever had an experience similar to Jack's? Can you tell us about it?

This type of emotional conflict comes to all of us when any of our drives or emotions conflict with our moral or religious training, or with traditions of the group with whom we live.

EXPERIENCE No. 3

Florence had a record of perfect attendance her first two years in junior high school. In her third year, she had much difficulty with Social Studies; and when the first examination came, she was out of school because of illness. It was harder for her to make up the work. Every time an activity was due, or a test was scheduled, Florence was sick for a day or two.

About the middle of the term, the teacher asked Florence to come to her apartment for supper. That evening they became better acquainted; and Florence, after discussing her problems frankly with her teacher, came to realize that her illnesses were an attempt on her part to escape from the difficulties which she was meeting in her Social Studies. The teacher agreed to help Florence one afternoon a week after school. By the end of the term, Florence's work had greatly improved, and her method of escape into illness was no longer used.

• • •

Why do you think Florence became sick at examination time?

What emotions might have been shown by her mother if Florence failed the examination? (Disgust, anger, disappointment)

What emotions might have been shown by her mother if Florence really were sick? (Sympathy)

Have you ever noticed that your headache is always worse when there is a disagreeable task to be done or an unpleasant situation to be faced? Students having the most

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trouble with their eyes at examination time are generally those who study the least.

Have any of you ever had an experience similar to that of Florence?

EXPERIENCE No. 4

Richard, a nice-looking, well-dressed, eleven-year old, only son of a wealthy widow, had always been "tied to his mother's apron strings." After school, she called for him in her car. He was her pride and joy. He had no intimate friends. He was not allowed to play in the streets with other children; consequently, he had never learned to play baseball. As a matter of fact, he threw like a girl. The boys felt that Richard was a "sissy." In school and in home he would frequently daydream, seeing himself as a famous ballplayer, a great hero. He tried to solve his conflicts by daydreaming that he was the "great baseball pitcher who had just won the game for his team."

• • •

How do you explain Richard's conflict? (Desire for recognition and friends versus mother's over-protection and love.)

What type of children are liable to have conflicts similar to Richard's? (Shy, timid children, or children with parents who over-protect them.)

Are shy children generally bright in school?

What do they need most? (Friends)

How can we help such children overcome their habit of daydreaming too much?

How many of you daydream?

Most of us daydream at times; it tends to help us relax and rest. If, however, we daydream when we have important work to do, or we daydream to escape responsibilities, it may become a dangerous habit. Sometimes it is a form of compensation—to make up for what we don't have. Daydreaming can be harmful only when we believe our dreams, or dream so much that we don't face life openly and squarely.

EXPERIENCE No. 5

Many boys plan to go on to college, and look forward to it. Frank had always been a rather slow student, and he found

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out in his junior year from his teachers that his grades were not high enough for him to enter college. Rather than admit this to his friends, who were preparing for college, he protected his pride by saying he could make more money by not wasting time going to college. He stated he was going to work immediately and get real experience.

* * *

How many of you think Frank wished to go to college?

How many think Frank did not wish to go to college?

Why did he act the way he did?

Can anyone give me an experience similar to Frank's?

Explaining our behavior with wrong motives in this way is called rationalization. We all rationalize as a means of solving our conflicts. Unfortunately, some of us get into the bad habit of spending most of our time building up elaborate excuses for our failures, or in explaining away things we are actually ashamed of having done.

Conclusion

Each one of us everyday faces conflicts. Many times we find satisfactory solutions for them. It is generally better for us to make our decisions rather promptly, even though sometimes we make mistakes, rather than develop the unfortunate habit of never being able to face up to our problems or to make prompt decisions for ourselves.

In the experiences we have discussed today, various ways of trying to solve emotional conflicts have been shown.

To keep our lives going along smoothly, we must learn to make decisions for ourselves—decisions which are based on clear thinking rather than on emotional reactions. Face honestly the cause of your conflict, and endeavor to work out the most satisfactory solution. Remember that all of us have to learn to compromise.

HUMAN RELATIONS IN THE CLASSROOM

Suggested Division of Class Time

There are five experiences to be discussed so that no more than eight to ten minutes may be spent on each. The passing out and collecting of papers and the writing of comments should take at least five minutes.

Caution to Teacher

If the class as a whole does not seem to be participating, you may ask for some simple decision. Then have hands raised to signify how many agree and how many disagree. This is sometimes a helpful technique, especially for a slow group.

OUR PLEASANT EMOTIONS

LESSON PLAN 10

Introductory Remarks by Teacher

As the month of November draws to an end, every American looks forward to a holiday that is really an American celebration. Its name—Thanksgiving—tells its real purpose, and every school child early learns how the first settlers planned to give thanks to God for their fine harvest.

In our previous lessons on emotions, we discussed much about our unpleasant ones. Today as our thoughts look forward to a time of Thanksgiving, we might find it worthwhile to center our discussion on our pleasant emotions. First we shall list the most important of these emotions on the board:

LOVE JOY HAPPINESS PRIDE EXCITEMENT
HOPE PATRIOTISM WONDER

We all want to be happy. Down through the years many great philosophers have sought the "secret of happiness." Let us see if our story today can help us in any way to have a happier Thanksgiving at home than ever before.

The Story

And to think how often I had envied those fortunate people who could visit "Sunny Italy" with its beautiful scenery and gay people as shown in the attractive steamship folders! Here I was working at my nursing duties 14 to 18 hours a day in one of the busiest upfront American hospitals in Italy! A seemingly endless stream of wounded 5th Army men were brought to our tent hospital every day. It had been depressing enough during the warm, dry days of September; but now in mid-November, the cold, the mud, the fatigue—all contributed to the low morale of patients and staff of our hospital.

Today it seemed as if I could not assist at another operation in the cold operating tent. I looked outside—all I could see was mud instead of beautiful scenery, a foggy, cold, misty rain instead of sunshine. Some difference from the "Sunny

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Italy" folders! If I never saw Italy again, it would be soon enough.

Finally I came off duty. I hurriedly ate some food, and went to my tent. I pulled on a heavy flannel GI shirt and coveralls, and lay on my cot, putting all my blankets and my heavy-lined coat over me in an attempt to keep warm.

While I was feeling so sorry for myself, Sally came into the tent. She was in good spirits as she had slept all day, and was about to go on night duty. Nothing ever seemed to get Sally down. Because of her red hair, her wonderful personality, and her gay spirits, she was the favorite nurse of our outfit.

Sally said, "Do you gals realize that Thanksgiving is two weeks from today? Something must be done to pep up this outfit! Everyone is griping; patients don't care whether they get well or not." Sally continued, "I need your help. I'm going to see that our patients have a real Thanksgiving. I am going to ask the Colonel for permission to organize the gayest Thanksgiving party in all Italy."

I can't give you all the details of Sally's effective work. However, the Colonel released her from regular duty for two weeks and assigned her a jeep and driver. As the days passed, officers, nurses, men, and—best of all—the patients caught some of Sally's spirit. We all helped in one way or another to such an extent that we began to forget to be sorry for ourselves.

A week before Thanksgiving, colorful posters, telling about the Thanksgiving party, were circulated to every bed in every tent. The artist who drew them, using the materials Sally had begged or borrowed, was a talented young artist who had his left leg in a cast.

One of the events he featured on the posters was a beauty contest—not for the nurses or Red Cross girls to enter—but a beauty contest open to all small children of patients. A special committee composed of a popular Red Cross girl, an amputee for whom a wheel chair was provided, and the Medical Corps private who distributed the mail and who was known to everybody in the hospital, personally interviewed every patient to see if he had a child, small brother or sister, niece or nephew under 6 years of age. If so, they asked him if he had any snapshots of the child. In each tent, as snapshots or pictures were located, they were mounted on a bulletin board. No names were shown; each picture was given a number. The beauty contest rules designated three-age classes: up to six

OUR PLEASANT EMOTIONS

months, six months to two years, and two years to six years.

The contest pictures were shown to each patient in each tent. It was amazing to see the amount of interest aroused. Three days before Thanksgiving, the committee of judges headed by the Chaplain, assisted by a Medical Officer who had been a baby specialist before the war, and a nurse who had also specialized in work with children, visited each ward and selected the winner in each class for that ward—runners-up for the grand prizes.

A seriously wounded Signal Corps Major became much interested in the contest, and arranged for the Signal Corps photographic laboratory near Caserta to make 8 x 10 prints from the snapshots of all runners-up. These prints were mounted according to each age group, and the display boards were taken throughout the entire hospital the day before Thanksgiving, and each patient voted for one of the youngsters in each age class.

On Thanksgiving morning, the sun shone. It was cold, but beautiful. There were no air raids. Most of the patients seemed to be in good spirits. About ten o'clock the band from the 175th Regiment came and gave concerts throughout the day. A popular GI negro quartet came up from Naples, and were kept so busy singing in the various hospital tents that they were hoarse when the day was over.

A Signal Corps Detachment from 5th Army Headquarters had fitted out the hospital with a loud speaker system so that announcements could be made and music could be heard by all patients.

The Chaplain gave an inspiring Thanksgiving message at 1130, and then a grand Thanksgiving dinner was served with real turkey from home with all the trimmings. Sally had used her persuasive charms on the Commanding Officer of the Quartermaster's Depot in Naples, and he really "went to town" in seeing that plenty of good Thanksgiving food reached the hospital.

Luck was with us for, just when everyone had finished his wonderful Thanksgiving dinner, a truckload of long-awaited and overdue mail arrived. This mail was distributed as promptly as possible, and contributed greatly to the success of the celebration.

Sally had received much help from an officer friend in charge of the PX warehouse. He managed to get Sally some scarce items in the way of candy, cigars, cigarettes, and even

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lipsticks for the nurses so that everyone in the hospital received a Thanksgiving gift of some kind.

Of all the program arranged by Lt. Sally, the beauty contest created the most enthusiasm. At 1530 the Colonel announced over the loudspeaker the names of the patients whose children had won in the beauty contest. He had carefully checked the medical records of the winners so that the prizes which they received would be appropriate. In announcing the "under 6 months" award to a PFC, he stated that his prize would be a furlough to the United States to see his baby for the first time as soon as transportation could be arranged. The winner happened to be an amputee case who was about to be moved to Naples. Another winner—an Air Corps Technical Sergeant—received two weeks furlough to the beautiful rest camp on the Isle of Capri. The third winner, who was just about well, was given fourteen days furlough and permission to travel by air to Tel Aviv, Palestine, so that he could see relatives over there. All the winners and runners-up were given in addition Luger pistols or other captured German souvenirs which had been given Sally by a friend.

While the Colonel was visiting the various tents to give out the prizes, the music over the loud speaker suddenly stopped, and the Executive Officer of the hospital, in an excited tone, said he had the honor of introducing an unexpected visitor and most distinguished guest—the Commanding General of the 5th Army. General Mark Clark responded with an inspiring tribute to the wounded in the hospital and to the hospital personnel for their tireless devotion to duty. He then announced he was about to award one Distinguished Service Cross, three Silver Star Medals, and seven Bronze Star Medals to patients in the hospital. The names and citations were read over the loud speaker by one of the General's staff officers. Before starting to visit the various tents to present personally the medals, the General stated he had one other pleasant duty to perform. He called 2nd Lieutenant Sally to the microphone, replaced her gold 2nd Lieutenant bars with silver 1st Lieutenant bars, gave her her promotion papers, shook her hand, and congratulated her.

From every tent could be heard the resounding cheers of the men whose morale on Thanksgiving Day had been so greatly helped by this ingenious, capable, and gorgeous red head.

As evening came, the noise calmed down and the visitors

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departed. Some patients had eaten too much. Some temperatures had risen due to the excitement of the day. Everyone was tired. The regular hospital routine was resumed. The patients and personnel of the hospital had a healthy but "let down" feeling. They had been so busy all day that they had had little time to think of home. Now there was time to relax and think of their loved ones.

I have to admit we were all homesick. Nevertheless, we knew we all had a job still to do. We must get it over with so we could return home, and again celebrate with our families the annual Thanksgivings which mean so much to all loyal Americans.

The experiences we were gaining overseas made us realize that no people in the world were more fortunate, no people had more to be thankful for than we who are proud to be called Americans.

Discussion Continued

This inspiring story of what one determined nurse could do certainly has provided us with much to talk about. She knew she had to lift the *morale* of all in the hospital if Thanksgiving were to be a time of sincere "giving of thanks."

Does anyone know the meaning of the word morale? (Write it on board.)

(*Morale*—mental state, especially as regards hope, determination, etc. which makes an individual or group capable of endurance and of persevering with courage in the presence of danger, fatigue, discouragement, etc.)

What was the "mental state" or morale before Sally started her special work? (Low, sad, worried, etc.)

Each nurse, patient, or worker was thinking only of himself, was lost in self-pity. As we have said before, emotions are "catching"; and all seemed to have caught these unhappy emotions.

What are some of the things which Sally did to build up their morale? What particular thing do you remember? What emotion did this arouse?

Let us see if we can tie up her actions with an emotion; that is, see what part of her program aroused happy emotions. (List her program and emotions as they are brought out.)

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PRIDE in family; in picture contest; in one's fellow Americans.

EXCITEMENT in picture contest; in events of the day.

JOY in winning; in special awards; in food; in music; in helping others.

HAPPINESS in receiving mail, etc.

HOPE in picture contest; in looking forward to celebration.

WONDER in picture contest; in thinking about the day.

PATRIOTISM in awards, in General's visit and remarks.

LOVE in thinking of others, of loved ones, of children.

HOMESICKNESS is an odd emotion. It may be listed as both pleasant and unpleasant. Can anyone explain how this can be true? (Generally unpleasant, but can be pleasant when we see "home" in sight. We are happy to have loved ones that we can miss.)

One outstanding characteristic our men showed overseas was their sincere interest in children. You have all seen pictures of our GI's sharing their supplies or talking to or aiding in other ways unfortunate children. Sally appealed to this love of theirs, and helped them to forget themselves. Here again we can see how emotions were contagious, for Thanksgiving Day presented a happy, eagerly awaited day, all because of one person.

What might you have learned from this story which would help you enjoy a happier holiday with your folks at home? (Try to be happy; think of others; etc.)

Have any of you thought of some way you might make Thanksgiving a happier day for another person? Will you tell us what it is?

Conclusion by Teacher

Thanksgiving Day should and can be a time of real happiness for all of us if we decide, as Sally did, that we want it to be. We have time now to think ahead and plan for this day. Let us make up our minds to do something—even if it is only one kindness—to make the day a happier one for our parents, or brothers and sisters, or our neighbors. By doing so, we can insure a feeling of happiness—a very pleasant emotion for ourselves. Remember happiness can be contagious, too, so that we are assuring happiness for others as well.

OUR PLEASANT EMOTIONS

Suggested Division of Class Time

The introductory remarks, passing out and collecting papers, and writing of comments should take about ten minutes. The story will take about ten minutes so that the remaining time may be spent on discussion.

Caution to Teacher

Do not call on the first student who puts up his hand. Wait, look over the volunteers, and, if possible, call on one who is volunteering for the first time or call on one who has not volunteered often. The success of a discussion is based on the number of participants as well as on what is said.

EMOTIONAL PROBLEMS AT HOME

LESSON PLAN 11

Introductory Remarks by Teacher

All of our previous discussion lessons have been centered around stories; today we are going to try something new. We are going to have a play reading instead.

How many of you like to take part in school plays? After a cast has been chosen for a play, and before rehearsals start, the members of the cast get together for a "play reading" so that they may learn what the play is all about. Today we are going to have a play reading of *PERSUASION IS BETTER THAN FORCE* by Fanny Venable Cannon. This play has two scenes. In it are the following characters: Veronica, her four girl friends, Veronica's Mother, her brother George, and her Grandfather. As you all know each other very well, I am going to let you select the people to read these parts.

The most difficult part is that of the old Grandfather who is supposed to speak with an accent. Whom do you suggest for this part? (The teacher may hear one or two suggestions, and hand the script to the final choice. If the first suggestion seems a good one, accept it. Most students show surprising skill in their selections.)

Who should take the part of George, Veronica's brother?

Who shall have the part of Veronica's Mother?

Who shall be Veronica?

(In turn, have the class choose individuals to take the parts of her four girl friends, Wanda, Margaret, Louise, and Ella. After the characters have been chosen, have the pupils selected come up to the front of the room and give them their scripts. If one copy is to be used, under the various characters draw a line in different colors as shown in the underlining of Ella's lines.)

(In the first scene, only the four girl friends of Veronica take part—WANDA, MARGARET, LOUISE, and ELLA. Inasmuch as Wanda does not take part in Scene II she may give her script to George. Ella retains her script as she is in both

EMOTIONAL PROBLEMS AT HOME

scenes. There will have to be a script for the Grandfather, also; and this will make five sets necessary. If one script is used, the cast will have to group themselves around the one who is holding it.

THE PLAY (One copy of the play follows This Lesson Plan.)

Scene I—The teacher sets the stage by announcing that, "Scene I is laid in the school library, and that Wanda, Margaret, and Louise are present. Ella should be ready to enter from the right shortly after the scene opens. Wanda, Margaret, and Louise carry books or brief cases. They are waiting outside the school library.

Scene II—The teacher introduces Scene II by saying, "Scene II takes place in the living-room of Veronica's home a few hours later. Doors are at opposite sides of the room. One of these (the right) is for entrance from the street; the other (left) leads to another room. Chairs are scattered about.

"The Mother enters from the street and is wearing hat and coat with the usual accessories.

"Veronica is sitting across the room reading. Both Veronica and her Mother speak with a slight accent."

Discussion—Comments by Teacher

You have all heard these students read their parts exceptionally well, especially when we remember that this was the first time they saw the play script. I think the class, too, is to be complimented in its selections of actors.

Let us try to decide whether Veronica's problem was a serious one.

Who can tell us just what Veronica's problem was?

Do you know of anyone who has an accent?

Does he or she stay at home rather than go out with friends?

How does he or she act?

Do you think such people are handicapped?

What would you have done if you were in Veronica's place?

What do you think of her? Was she a happy girl?

Many of our problems at home may be compared to Veronica's—"making a mountain out of a molehill." All of us have difficulties. Generally by facing up to our difficulties,

HUMAN RELATIONS IN THE CLASSROOM

we can overcome them. If we do not face our problems, or bring them out into the open, they will "loom" too greatly for us to do anything about them. The longer we delay meeting them, the less are our chances of handling them successfully.

How do you explain the power of the grandfather in this family?

Have any of you older relatives living with you now?

What are some of the reasons which cause older people to live with their sons or daughters, sisters or brothers, or other relatives?

What are some of the problems which occur when this happens? What difficulties may arise?

What are some of the problems a young person in the home may have when such arrangements are necessary?

What are some of the benefits?

Can we list any ways in which these problems—for young and old—may be made a little easier for all?

Conclusion by Teacher

Our homelife is full of many problems—some very silly ones and others very serious. As we have shown in today's lesson, if we try to understand all sides to our problem—to see it from every angle—we are better able to find a possible solution. True understanding plus a feeling of kindness and a desire for cooperation can keep our family-life running smoothly and happily. We can all help in seeing that things run smoothly.

Suggested Division of Class Time

The passing out and collecting of papers, and the writing of comments should take about five or six minutes. The play will take about twenty minutes for casting as well as reading. The remaining time is for discussion.

Caution to Teacher

Do not be afraid to take time to review any of the previous lessons—especially if there seems to be uncertainty or confusion regarding the students' understanding of emotions or drives.

EMOTIONAL PROBLEMS AT HOME
PERSUASION IS BETTER THAN FORCE

by
Fanny Venable Cannon

CAST

Wanda	Veronica
Margaret	Her Mother
Louise	George, her brother
Ella	Her Grandfather

SCENE I

WANDA: Is Veronica coming?

MARGARET: I don't think so. She never shows up when the debating society meets.

LOUISE: I'm not surprised. Her English is so uncertain. She has a struggle with it.

WANDA: It's strange, too, isn't it? She was born in America, wasn't she?

MARGARET: No. As a matter of fact, she wasn't.

LOUISE: Really? I didn't know that.

MARGARET: I like Veronica. But I think she shouldn't be so self-conscious about her accent.

WANDA: I can't say I blame her. Lots of the boys and the younger girls tease her.

LOUISE: She shouldn't pay any attention to them. Margaret, what really is back of it all?

MARGARET: I don't know exactly, Louise. She doesn't say much about it. But I think it's something at home. Don't you, Wanda?

WANDA: Yes. She doesn't hear much English there, though her parents came here fifteen years ago at least.

LOUISE: Then what on earth is the matter with them?

MARGARET: I think it's the grandfather. He's one of those stubborn old foreigners who won't speak anything but his

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own language. Now take Ella! She has the same background but all of her family speak English, belong to the library, go on to lectures and the movies—you know, really act as though they want to live in America. It makes it much easier for Ella.

WANDA: (Looking off) Here comes Ella now!

(Enter ELLA. She has a folded newspaper in her hand.)

EVERYBODY: Hello, Ella.

ELLA: Hello, everybody.

LOUISE: You look as happy as the cat who's eaten the goldfish!

ELLA: (Waving the paper) My folks are feeling pretty high just now.

MARGARET: What's happened? Have they inherited a fortune?

ELLA: No. But the Crown Prince of the old country—their old country—is on his way to the States. And there are so many of the old Nationals in this town that they are hoping he will come here, too, when he has finished with Government ceremonies. Where's Veronica? I wanted to tell her.

LOUISE: You know how seldom she comes to our debates!

ELLA: Oh, well. It can wait. Are we ready to go?

WANDA: All set.

ELLA: O. K. Let's start.

(ALL EXIT)

SCENE II

(The Teacher will set the stage.)

MOTHER: Veronica! When did you come back?

VERONICA (Listlessly. She does not look up from her book):
I didn't go.

MOTHER: Didn't go! But I thought —

VERONICA: (Rising, closing her book and putting it down)
You know, Mother, I do not enjoy the debates. I feel so conscious of not speaking like them.

EMOTIONAL PROBLEMS AT HOME

MOTHER: But you do! I can not hear any difference! Besides, they are your friends.

VERONICA: Oh, the girls in my own crowd are all right. But there are always so many strangers at debates, and I forget the—the idioms. Those only come with easy speech.

MOTHER: (Sadly) I am sorry that you feel that way.

VERONICA: (Goes to her and gives her a hug) Now, now. Let us talk of something else. Here, take off your things and let me put them away.

(Doorbell rings off stage)

MOTHER: Maybe that is one of the girls now.

VERONICA: Perhaps it's Ella. (Goes to door and opens it. ELLA enters.)

ELLA: Hello, everybody!

MOTHER: Good afternoon, Ella.

VERONICA: Is the debate over? Who won?

ELLA: (As they seat themselves) Oh, our side, of course. Leave it to Louise.

MOTHER: (To Veronica) You should go, Veronica. You miss a great deal by staying away.

ELLA: (Eagerly) That's just what we were saying. You ought to snap out of it, Veronica. Really you should!

VERONICA: (Shrugs) Someday. Maybe. (She picks up her Mother's things and carries them off stage.)

ELLA: (To Mother) Can't you do anything?

MOTHER: (Shakes her head) I'm afraid it is my father. He is very stubborn. When he is here we speak no English. Veronica feels she does not get enough practice.

(VERONICA RETURNS)

ELLA: But she could practice on us, at school, at my house. You think too much about it, Veronica. (To Mother) What makes him that way?

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MOTHER: Some of it goes back to the old country. Also, I think it is because of some things that happened when we first came here.

ELLA: Yes? What happened?

MOTHER: (Hesitates, as if to arrange her facts, thinking them out) Well, in the old days when so many little countries in Europe were held by rulers of stronger nations, we who lived in those small lands were forced to use only the language of our conquerors. There were many punishments if one disobeyed. But often in the quiet of the homes when there was no danger of being overheard, parents would teach their children the native tongue.

ELLA: Yes. I've heard my father tell such things of his own childhood.

MOTHER: Then, when we came to America—Veronica was a little baby—we wanted to be like the rest. Perhaps it was just unlucky for us that we came when we did, because a great effort was being made to Americanize all new Americans in the least possible time. They spoke of it as "The Americanization Movement."

VERONICA: Grandfather got angry. He said this was a free country. All his life somebody was forcing him to learn another language quickly.

MOTHER: There were enough people in this neighborhood make him do it again.

ELLA: Oh, I see. That explains a lot!

MOTHER: There were enough people in this neighborhood who speak our native language, also there were books and papers in that language, so he has been content.

ELLA: I suppose there is something in doing as you please after you've been ordered to do something you didn't like to do for so many years.

MOTHER: Yes, that is it.

VERONICA: But when he is around we can speak no English at all! You don't have such a problem in your home.

ELLA: No. My grandparents all died before I was born. My parents were young when they came here.

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(Door opens on right. GEORGE enters, whistling. He is about 16 or 17; speaks with an accent. He has a newspaper.)

GEORGE: Hello, Mother. Hello, Ella. Swell debate. You should have been there, Ve!

MOTHER: You have the paper, George?

GEORGE: Yes. Just out on the newsstands. (Opens it out.) You'll be pleased to hear that Prince Basil is coming to our fair city and will address us at a big meeting—place not yet decided. (Hands paper to his Mother and turns to Ella.) How do your folks feel about his coming?

ELLA: They're very interested. But, of course, as each of them came here as a child, they are not as much excited as they might be if they actually remembered him there, as your folks do.

MOTHER: I wonder if Father has heard the news! He hasn't been at home since early this morning. Of course he will want to go to hear the Prince.

GEORGE: Then, it will be just too bad! Maybe you haven't noticed in the paper that His Royal Highness will speak to us—in English.

(Enter from door on right, GRANDFATHER.)

ELLA: He'll be terribly disappointed, won't he?

GRANDFATHER: Vy?

MOTHER: Father! You understand English, what Ella said?

GRANDFATHER: Sure! Vy not?

VERONICA: But—I thought—we thought —

GRANDFATHER: (Interrupting sarcastically) You tort! You tort! You do not vatch what de ol' man do, eh? I fool you! (He chuckles.)

MOTHER: But, Father! Where? When?

GRANDFATHER: (Finger beside his nose) If I tol' you dat, you know as much as me. I surprise you, eh? (Gives himself a little shake of humor.) It make me young again—dat I fool you!

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GEORGE: I think it's great! Hurrah for Grandfather!

GRANDFATHER: (Beams at them) And I hear de Prince, and I know as much as you vat he will be saying.

VERONICA: (Gives him a hug) And you mean we can always talk English at home?

GRANDFATHER: (As if they had never done anything else) Sure! Vy not? All American!

MOTHER: But, Father! When did you do all this?

GEORGE: Yes, Grandfather, suppose you sit down and tell us about it. (Brings a chair forward for his grandfather who sits.)

VERONICA: Why don't you say anything?

GRANDFATHER: (Hands to his ears) Pliss! Pliss! Vun at a time, and I tell you. (George sits and all look toward Grandfather.) My ol' fren Olan, he study at night. He try to make me do it, too. But I didn't want. Den, vun day he say—"Ol' frien', you are as bad as in de ol' coun-tree. You make your family talk only your language just as in de ol' days when dose udders make you talk deir vay." (Shakes his head.) Dat make me tink. Maybe he vas right an' I been just like dose tyran's who let spik onlee vun way.

ELLA: I never thought of that!

GRANDFATHER: Den I tell to Olan—in American—O.K. But I don' given in easy so I don' say nuttings until I spik. (He chuckles and looks from one to another.) And nobody did know?

GEORGE: Never even guessed!

GRANDFATHER: (Pleased) I surprise you, eh?

GEORGE: I'll say you did.

VERONICA: (Gets up, goes to Grandfather's side and hugs him) But, such a surprise, Grandfather. (He reaches up to pat her hand.)

GRANDFATHER: I am sorree I vait so long. You forgif de ol' man, eh?

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GEORGE: (Rising) Sure do! Better late than never!

VERONICA: (Coming center) You've made me very happy, Grandfather.

GRANDFATHER: Dat's good. (He rises, reaches for the paper which Mother still holds.) Now I go and read de paper in American. (Exit.)

GEORGE: Can you beat it!

VERONICA: I'm not going to try. I'm too happy! Ella, when is our next debate?

ELLA: Now you're talking! In two months.

VERONICA: Two? Good! I'll be there. Come on out to the kitchen. I feel like celebrating!

(ALL EXIT)

OVERCOMING PERSONAL HANDICAPS

LESSON PLAN 12

Introductory Remarks by Teacher

We have talked many times about people who had to face either real or imaginary problems. We decided that we all have problems at one time or another, but that the important thing for the person concerned was to face the difficulty and, if possible, to overcome or solve it. Last week we had the story of a girl with an imaginary problem—but today we are going to hear about some people who had very difficult personal problems to meet and overcome. You know it is very easy for us to talk about what we would do in a certain situation—the real test comes when we ourselves have to meet and adjust to it.

Discussion Stimulus

How many of you enjoy radio quiz shows? Today, instead of starting our Human Relations Class with a story we are going to have a "Guess Who Quiz." You will be asked questions about five individuals who suffered severe handicaps. However, these real handicaps stimulated each one of the five people to accomplish great things, to become outstanding leaders in their fields, and to contribute to the welfare of countless thousands of people.

You probably will be able to recognize easily three of the five great leaders. It is well for you to know something about all the five, for their careers are an inspiration to all of us who sometimes believe we are faced with great problems, handicaps or disabilities. If we compare our worries to the ones these people faced, we can realize better just how important or unimportant our worries are.

Let us see how many points this class can make in this "Guess Who Quiz." There will be four questions on each person. If any member of the class guesses the person correctly on the first question, the class will receive 20 points;

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if you guess correctly after the second question, the class receives 15 points; after the third question, 10 points; and after the fourth question, 5 points.

Now for our first individual. I shall read the first questions, and you try to guess who it is. I will keep score on the board for our class. (Teacher may have the following chart on blackboard.)

<i>Quiz No.</i>	<i>Name</i>	<i>Handicap</i>	<i>Score</i>
1.			
2.			
3.			
4.			
5.			
Total Score			_____

NUMBER ONE QUIZ

(Even though the class may guess the answer immediately after the first question, you can record the score on the board, and then read the other questions just for a more complete picture.)

1. What great national leader, who recently died, was badly crippled by infantile paralysis?
2. Who, in spite of this serious disability which rendered his legs useless, became successful in political life?
3. Who, although he had to wear heavy metal braces in order to stand, became Governor of New York State?
4. Who, even though seriously crippled, served longer as President of the United States than anyone else in history?

FRANKLIN DELANO ROOSEVELT

You did well on Number One Quiz, which was easy. Each succeeding quiz will be more difficult.

NUMBER TWO QUIZ

1. What great British leader had a serious speech defect as a young man?

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2. Who, in spite of this decided impediment in his speech, became one of the greatest orators in modern history?
3. Who overcame his speech disability, and has filled more British cabinet posts than any other living person?
4. Who finally became the great British Prime Minister during the war?

WINSTON CHURCHILL

• • •

NUMBER THREE QUIZ

The next quiz has to do with a great American inventor whose inventions have made life more interesting and worthwhile to each and every one of us. He died a few years ago.

1. Who, as a newsboy on Grand Trunk Railway, became deaf but later by his great perseverance developed into a great inventor?
2. Who, because of his deafness, became better able to concentrate and as a result by his tireless research work invented the phonograph?
3. Who later developed the incandescent-electric-light bulb?
4. Whose inventions made possible the talking, motion pictures?

THOMAS ALVA EDISON

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NUMBER FOUR QUIZ

Number Four Quiz is about one of America's great women.

1. Who, when 19 months old, as a result of scarlet fever, lost her senses of sight, hearing, and smell? She later became nationally recognized for her work in helping the blind.
2. Who did not start to learn to talk until about ten years of age but later became a famous author and lecturer?
3. Who, in spite of her great handicaps, graduated from Radcliffe College with highest honors?

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4. Who has been honored by many nations as the outstanding world leader in efforts to improve the conditions of the blind?

HELEN KELLER

• • •

NUMBER FIVE QUIZ

Probably none of you have ever heard of the man featured in Number Five Quiz.

1. Who, in his senior year at Yale, had a serious nervous breakdown and was for three years mentally ill and confined in a mental hospital at Connecticut?
2. Who, in 1908 recovered and wrote a classic book, "A Mind That Found Itself" which aroused public indignation at the deplorable conditions which then existed in mental hospitals?
3. Who founded The National Committee for Mental Hygiene and The International Committee for Mental Hygiene which have been working these many years to improve the care and treatment of the mentally ill throughout the U. S. and the world?
4. Whose courageous leadership has helped millions of people understand that mental illness may come to any family and is no more a disgrace than being physically ill?

CLIFFORD W. BEERS

• • •

Discussion

These five quizzes have shown that individuals seriously handicapped by infantile paralysis, speech defect, deafness, blindness, and mental disease have overcome these handicaps and have rendered great service to humanity.

Do any of you know of someone who also had to meet a serious life situation and yet did not give in to it? Will you tell us about it?

Does anyone else know of such a person?

What emotions can strengthen us in our struggle to

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overcome a handicap? (Love, pride, unselfishness, happiness, etc. List on blackboard.)

What inner human drive might be stimulated to help us? (Recognition, love of praise; self-preservation, desire to live, etc. All drives might help in some way.)

Since most of us do not have a problem of this kind to face, why do you think we should take class time to discuss it? (Good for us to think about these problems of others; we may have to face it some day ourselves; makes our own worries seem smaller in comparison, etc.)

The columnist, Walter Winchell, told a story recently of two little boys who were teasing another small boy because he was lame. A lady came along and told them that although the little boy was lame he could grow up to be strong and kind, and even President of the United States! "I know," she added, "for my husband was Franklin Roosevelt."

This little story makes us realize that although we may be lucky enough never to have a physical handicap, we do have to meet and study with and help those who do suffer a disability.

What should be our attitude towards these people? What are some of the things you feel we should remember if we are to treat them with understanding? Should you stare at them? Should you talk or remark about their handicap, or should you ignore it? (Try to list a few of the ideas of the class on the board.)

Conclusion by Teacher

Many of us may have been unkind or thoughtless in our treatment of someone with a personal handicap. If this lesson has helped us think with more consideration for that person, it will have been worthwhile. Certainly it will help us if we compare some of our worries to the almost tragic problems other people were great enough to overcome.

Suggested Division of Class Time

The introduction and quiz should not take more than seven minutes, the written notes on the lesson about four minutes, and the remaining time may be for discussion.

OVERCOMING PERSONAL HANDICAPS

Caution to Teacher

If the written comments of the class are becoming too bulky, you may be interested in one teacher's plan for them. She used construction paper to form booklet covers for the papers, and each child selected a magazine picture which to him illustrated "Human Relations." These pictures made the covers most attractive; and the booklets contained excellent summaries of the main points of each lesson.

THE SHY CHILD

TEACHER AID IV

Educators have given a great deal of time and effort to developing the mental and physical aspects of children and too little time to developing the emotional aspect. There has been a negligible amount of attention in our schools for training children in social skills or for giving them adequate insights into the dominant part emotions play in their lives. The 1945 report of the American Council on Education listed as one of the deterrents to learning and adjustment the fact that "relationships among children that imply acceptance of each other and belonging in the group are not always stimulated and fostered by the teacher. Individual children may for years remain isolated or rejected by their peers."

The statistics gathered during World War II show a startling per cent of the young men (11%) were rejected in the draft because of emotional, mental, and nervous reasons. Three hundred and sixty thousand (360,000) in the Army and Navy were later given psychiatric medical discharges from the service. Over two hundred and ten thousand (210,000) were released because they could not adjust themselves to military life. The outstanding reason for this highly unsatisfactory percentage of rejection was the lack of emotional maturity of many of the present-day youth.

It is the earnest hope of thinking people that mental health will be stressed during post-war days and that mental hygiene instruction may be made a vital and necessary part of our education. Boys and girls can be taught how to meet life situations and how to apply wholesome adjustment by learning to understand themselves and by knowing how to get along with those with whom they live, play, and work.

The increasing magnitude of the mental health problem has been given much recent publicity, but the emphasis seems to be on improving and enlarging agencies concerned with therapeutic work rather than in preventive efforts to strengthen the average child who has no symptoms as yet of maladjustment. There are no mental health preventive activ-

THE SHY CHILD

ities as compared with our present preventive measures against physical disease. While tuberculosis rates are decreasing, mental disease rates are increasing. Educators must assume more responsibility in this field.

Comparatively little is known of the causes of most mental ailments. However, psychiatrists do know that the causes of many cases of mental disease—functional in nature, having no known organic cause—are psychological—due to human emotional conflicts and frustrations brought on by family, environmental, social and economic stresses, most of which go back to childhood. In almost no case is there a simple cause; but generally, if the patient is to get well, he has to gain insights as to his own emotional difficulties, face up to serious limitations and problems, and even build a new pattern for life.

Obviously we can not control the home and community environment of all children, nor can we solve all economic and social ills so as to prevent human frustrations and conflicts. However, we must try in our schools to aid the boys and girls to develop emotional strength as well as physical and mental strength. We must provide as much as possible real experiences with life's problems; they must learn to make decisions; they must face fear and frustration and not be overcome.

Understanding an emotional problem is the first step toward solving it. One outstanding emotional problem ignored in our schools has been the shy child. Many times teachers do not realize that some of the bright, attractive children who give them no disciplinary worries are often so shy as not to be accepted by their classmates. These students are so quiet and so seldom participate in group activities or games that they are generally just overlooked or forgotten. Some years ago a study of shy and recessive children was undertaken in Canada. For many years mental hygienists have been aware of the fact that a shy recessive childhood is an almost universal background among dementia praecox patients. Other studies are also in progress today; and from the meager results to date, it would seem that there are learned social attitudes that can be acquired to overcome partially shyness and recessiveness.

Shyness is so common that often it is accepted as something inborn as a characteristic part of the *charm* of youth or of a certain *fineness* of character. The word is used frequently in writing as a glance at the following quotations will show:

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"He is a sweet lad, but as shy as a bird."—COWPER

". . . that shyness or principle of reserve which is inseparable from self-respect."—DE QUINCY

"The embarrassed look of shy distress and maidenly shamefacedness."—WORDSWORTH

"I have a shyness of disposition, which looks like pride—but is not."—SCOTT

"What a curious thing shyness it . . . never knowing what to say, and yet sometimes pouring out its feelings like a flood."—JOWETT

"The modest men who are by diffidence restrained from such an enterprise."—COWPER

Its meaning seems to be as varied as its use so that it might be worthwhile to check the definitions of shyness according to Webster:

1. Easily frightened; skittish; timid.
2. Disposed to avoid a person or thing through caution or timidity; distrustful, wary, suspicious, fearful.
3. Hesitant to commit oneself in action or belief; reluctant.
4. Reserved, bashful, disinclined to familiar approach.
5. Withdrawn from notice; secluded.
6. Shyness implied a shrinking—whether constitutional or the result of inexperience—from familiarity or contact with others.
7. Keeping away through sensitiveness.
8. To withdraw is to depart or to retreat.

In the French, Spanish, Italian, and Latin languages there is no single word like "shy" which covers the whole complex. In all these languages the notion is tied up mainly with fear, shame, or hostility. The French connect the inhibitions of shyness with social conventions. The Germans consider it a form of slight stupidity. Fear, shame, guilt feelings, and preoccupation with oneself seem to be underlying all the defini-

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tions. The infantilism of the shy person seems to be connected in many ways with early educational prohibitions.

As the cause of a great deal of mental discomfort, shyness is deserving of more attention. Shyness today is considered a socially undesirable trait; therefore, we must do all we can to find out what are the underlying causes of shyness and what can be done to help a child from developing these traits. If the teacher is alert in detecting tendencies that are retarding self-control, progress, and personality growth as early as possible after the child enters school, the chances of the development of good habits are increased. The observation of emotions is a valuable means of diagnosis. As the teacher studies her children, she reaches a right objective when she learns the fundamental emotional needs of each child.

Then it is the duty of the home and the school to see that these needs are met as adequately and constructively as possible. The teacher must remember that as Miriam Van Waters writes, "The child enters school . . . with a fixed emotional attitude compounded of success and failures at home . . . To the school he carries his ready-made rebellion, submission, fear of failure, dependence or self-reliance . . . The child reacts to teachers in ways already conditioned by the home." Such attitudes as timidity, over-dependence, fear, hesitancy, or shrinking are often present in beginners. Individual attention to such children—even to those in kindergarten—might unearth the "whys" of their behavior and even tell possible "hows" of overcoming them. From now on the importance of mental hygiene should not be overlooked, for it is of powerful significance in the development of the child's personality.

Does the teacher realize that timidity, sensitiveness, unhappiness, unsocialness, suspiciousness, fearfulness, lack of confidence are really serious problems? How can children, showing these or other tendencies, be helped to a more healthy and successful attitude? Good teachers are always interested in the complete picture of each child—his health, habits, and his environment—and when she attempts to help a child with his problems, we may be assured of some hope for his eventual happiness, for mental hygiene is then approached from a preventive standpoint.

McDougall has suggested that schizophrenia (dementia praecox) is essentially an exaggerated degree of what—in normal people—we may term embarrassment. In certain cases of shyness we can see an habitual smile, in others a

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mask-like expression. Darwin claims the blush is the distinguishing expressive reaction characteristic of some individuals which tends to make them hold a moderate opinion of their own worth and attainments. From a psychological point of view, both these forms of reactions are instinctive attitudes and accompanied by emotional feelings and capable, like other instincts, of modification and training by the influence of environment.

The resemblance to schizophrenia, however, does not extend to the emotions; shy people are capable of great depth of feeling. In general, shy people suffer from a conflict between an urge to reach upward to the supposed normal level from an imagined position of inferiority and the deterrent fear of failure. Adler has described and emphasized this feeling of inferiority. The shy person does not admit it to himself. An inferiority that can not be concealed—an obvious deformity—seldom causes shyness. The feeling of inferiority may have originated as a sense of cowardice, an inability to play games, a real or fancied absence of physical attraction, or even as a result of a comparison of oneself with an older and superior brother. Many of the reactions of shyness seem to be due to a fear of being looked down on—a result especially dreaded by the shy person since it would confirm his suspicion of inferiority which he does feel but hopes is unfounded.

Sonohora concluded in his study that shyness has two sources: one in the negative effect of a certain situation upon individuals which may be traced back to the timidity in infancy, and the other in the objection to be tested or more generally to be compelled to betray one's own inability or weakness which originates from a conflict between anxiety about one's own ability and the counteracting aspiration.

Lewinsky concluded in her study that shyness was a state of hyperinhibition through fear, shame, and mistrust and directed partly against the environment and partly against the subject's own impulses, in the main, aggression and sexuality.

No matter how psychiatrists differ in their definitions of shyness, we do know that it is a mistake to think that children will outgrow their feelings of inadequacy as shown in general by timidity, bashfulness, stuttering, stammering, inferiority complex, and other maladjustments. The shy pupils tend to dislike competition and rivalry, and are handicapped today when life is filled with competition. They avoid social con-

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tacts and seek to avoid the humiliation which the exhibition of their deficiencies causes them.

It has been found that shy children who have not had much social life with children their own age will act very unconventionally if they are—for example—at a children's party where they feel strange and ill at ease. One of the outstanding features of all adolescent types is the screen of protection—the shyness, reserve, et cetera he develops. His secretive type of conduct causes this guard, necessary for a sense of security. A sense of security is necessary for all of us at all times, and it is especially needed by the adolescent.

According to Hilde Lewinsky, shyness is a social phenomenon, always expressed by behavior, and only in relation to other human beings. A person alone on an island might be timid or modest but not shy. She goes on to say that it is an inhibition of impulses that is not volitional but compulsory. This state of hyperinhibition is usually accompanied by physical symptoms like blushing, stammering, perspiring, trembling, going pale, accessory movements and increased urinary and faecal urges. The mental state is one of a feeling of inferiority, or not being wanted, or intruding. It has three main aspects:

1. Incapacity to make contact with others
2. Inability to show oneself to advantage
3. Dependence on the judgment of others.

She also found that the shy one feared any objective judgment. A policeman might be shy in private life, but when in uniform, he could normally control his behavior and not appear shy. The uniform helped him to attain a standard of objectivity.

The shy person's instincts have to be under constant repression and control; his ego is imprisoned. Lewinsky believes that the shy one belongs to a group of narcissistic characters with mainly negative and ego-centric tendencies. The constant guarding and watching leads to the formation of a rigid character that is not flexible enough to take in any new experiences or adapt itself to new situations and requirements. It is certainly a state of emotional and social immaturity which does not help either individual maturation or civilization on the whole.

This combination of subjective mental suffering, inability to change this state of mind voluntarily and the impaired relations with an environment is characteristic of a psychoneurosis. A high percentage of bed-wetting children—about 85

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per cent of those treated in the Manchester, England, Child Guidance Clinic—were shy. The acceptance, expression and possible later suppression, and recognition of their own impulses—especially of aggression—were shown to have beneficial influence on their enuresis.

Sometimes shy behavior is combined with feelings of real or inflated superiority—when one ceases to be shy when one has an occasion to perform but stays more or less involuntarily in the background. The person may not be conscious of his desire to be the center of attention. Many authors describe boastfulness as an attempt to cover up shyness. Both these feelings—shy and boastful—have in common a feeling of great insecurity and an incapacity to show oneself to advantage.

What can be done? We know there is a great need for more study and information. We also know that although constitutional differences do exist, the social and educational influences are important in producing shyness. The child's ignorance and curiosity often meet with amusement from adults, evasive answers, or even snubbing for asking questions or wanting to argue. We know that many teachers do not consider it a problem—in fact, the teacher's attitude sets the standard for the child who knows that by behaving shyly he is more apt to win praise than punishment.

As had been said, there has been very little systematic attention given to this problem of shyness. In one experimental study, certain facts about the less accepted child were: (1) he liked comics and thrilling adventure stories; (2) he had much more interest in the daily war news than either the average or highly acceptable boy; (3) adventure stories and serial radio thrillers attracted the maladjusted more than the well-adjusted; (4) he retired, on the average, about one-half hour earlier at night than the popular child; (5) he was dependent on parents and guardians in the use of his time; and (6) he might even leave the upper grades of school because of this rejection. It could be seen that no single factor could be held accountable for the students' isolation; the problems and difficulties revealed were as numerous as were the children.

We know that the shy child is not disturbing to the teacher or class, but his problem is a painful one to himself. He needs the teacher's help more than most children and the teacher must employ unusual tact in his case. A subtle and sympathetic building up of his self-confidence is apt to be more suc-

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cessful than scolding, pitying, or forcing him into conspicuous roles. Small classroom responsibilities may bring him satisfaction; opportunities to do what he can do well should be provided; praise and encouragement whenever possible are worthwhile; and the teacher's friendly interest itself can be of great good.

The interested teacher will have to seek out what the shy child can do well and provide opportunities for him to gain any possible satisfactions. How to get a shy child to become part of a class is a real problem. However, if a teacher can help such a child gain one friend, our worries are lessened.

The Social Acceptability Record which the teacher compiled as part of Lesson 4 may provide a number of possible leads. From this record the teacher can tell for whom the shy child voted as well as anyone who may have voted for him. Many teachers have expressed surprise over one or two of the names included in the list of those who received the least number of votes—or were socially unacceptable to the class. Invariably, the teachers had checked the characteristics of being shy or timid as a possible reason for such a result, but always added that the student was a good worker, no trouble at all, etc.

If the teacher can seat a shy child near one in whom he is interested, or gain the interest of a class leader in helping the shy child adjust to the class, she is working constructively. One teacher even engineered it so that a home-room party was held at the home of one of the shy girls who had received only one vote in the Class Acceptability Record.

By partaking in dances, skits, songs, clubs, and games a child will gain self-confidence, self-control, and a sense of security in his school relationships. A shy child can help plan a luncheon party at school, can aid the kindergarten teacher in her many duties, and can be drawn into other group activities.

We need more constructive suggestions. I do believe that we are on the right road with our project of introducing the teaching of mental hygiene principles through well-planned group discussion. The students can be encouraged to talk about things in everyday life that puzzle them and that they want to understand. Anxiety and feelings of insecurity can be lessened by sharing them with others. Tension and fear can be relieved by wholesome recreation. Worry can be overcome by action. One of our cooperating teachers wrote that

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these classes "give an opportunity for successful participation in class to students who often are unable to take part in other discussions—and that seeds for thought were planted."

One girl who had very few votes on the Acceptability Record has become one of the best contributors to discussion in her class. Many times after the third lesson, I would attempt to draw out certain shy children and would at first only receive a "Yes" or "No" response. By calling on them lesson after lesson, I could eventually receive a pretty good contribution. Sometimes it might even be a volunteer one. We advise our cooperating teachers to be constantly on the watch for the shy child's hesitant volunteering, and to be certain to give him a chance to talk.

By making use of present-day information and by her daily contact, an interested and understanding teacher can do much to make the shy child a better adjusted and happier individual. Fundamentally, we know she can not change the shy child completely, but she can help him gain security through the recognition he receives from his class and teacher. This friendly interest plus one good friend can help prevent his shyness from leading him into abnormal difficulties.

Many shy people have become most successful in research work of all kinds in which their ability for sustained concentration has been of invaluable assistance. There are those who believe a shy wife to be the finest type for a successful marriage. Nevertheless, with increased knowledge and interest in the emotional maturity of the child, the school can be a potent influence in the emotional development of the wholesome personalities of tomorrow's children. Let us look ahead to that day.

EMILY E. O'MALLEY.

CAN PERSONALITIES CHANGE?

LESSON PLAN 13

Introductory Remarks by Teacher

It is an unusual person who doesn't look forward to Christmas time as the happiest time of the year. Hymns like "Silent Night," "O' Little Town of Bethlehem," and popular songs like "Jingle Bells" and "I'm Dreaming of a White Christmas" all arouse in us emotions of joy, love for others, and great happiness. We smile as we listen to them for they are associated with some of our most pleasant memories.

The Story—"A Christmas Carol" which was written by Charles Dickens in 1843.

(Note to teacher: The story is too long to read and also discuss in one period. It should have been read before the discussion takes place. It is suggested that selected passages of the story be read such as the first scene between *Cratchit and Scrooge*, *Scrooge and his nephew*, the *Cratchits' Christmas dinner*, and the *final scene between Scrooge and Cratchit*, and the *intervening parts quickly related* by the teacher; or the teacher may retell the entire story herself; or one or more pupils may retell the main scenes. Many schools have used recordings of story with success.

There are many phases of the story that would provide for excellent discussion. In this lesson plan, the discussion will be centered as much as possible on Scrooge in an attempt to bring out his personality traits and emotions, to show that the real Christmas Spirit or real happiness does not depend on one's wealth, and that it is possible to change one's personality.)

Discussion

We are going to discuss one man today whom you have read about in "A Christmas Carol" by Charles Dickens. He

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was wealthy, but had practiced and become expert in being unpopular. However, before the end of the story—even though he was quite old—Scrooge was able to change his personality. In our discussion we are going to determine just how it was that Scrooge realized the kind of man he had become and how he began to change his personality.

(There are more suggested questions than we usually include. Although some require only a one-word answer, don't try to ask all the questions. *Select* only those which assist you in covering the important points of the lesson. The ideas brought out by the following questions may be listed on the board as follows:

SCROOGE

Personality Traits

Selfish
Unfair
Miserly
Unfriendly
Cruel
Impolite
Intolerant

Emotions He Aroused

Anger or Hate
Greed
Worry
Sadness
Jealousy
Timidity
Disgust; Disrespect

What kind of man was Scrooge? Let us list his personality traits as we did for Tommy Thompson. Tell the part of the story which proves your statement.

What was the most important thing in life to him?
(Money)

What did he do that would show that money was very important to him?

Did all the money he had acquired make him a happy man? What can you tell us to show that he was not happy?

How does he compare in this respect with his nephew who was poor?

How did his attitude towards life affect those whom he met? What emotions did he arouse? (List emotions he aroused. As you list them, ask how and when each emotion was aroused.)

How does his attitude towards the poor reflect his personality?

What personality traits of Scrooge are brought out in his treatment towards his clerk, Bob Cratchit, or his nephew?

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What was the most unkind thing that Scrooge did to his clerk, Bob Cratchit?

Why didn't Bob Cratchit leave the employ of Scrooge?

Why was Bob Cratchit's family such a happy one? (Shared responsibility; were not sorry for themselves; were thoughtful of each other; etc.)

What did Christmas mean to Scrooge at the beginning of the story?

"If I could work my will, every idiot who goes about with 'Merry Christmas' on his lips should be boiled with his own pudding and buried with a stake of holly through his heart!"

How did the ghosts make Scrooge dissatisfied with his way of life? (Showed him his future; helped him understand how his desire for money had led to his developing selfishness and meanness; showed him how happy others with a different goal in life were.)

Did they have an easy time convincing him? (No, they had to shake their chains, etc.)

What emotions had the most to do with Scrooge's desire to change? (Fear, pity)

When he realized how miserably unhappy he was, he wanted to change. What did he do that showed he had new ideals and attitudes when he awoke?

People learn by imitation—who were two good examples he could follow? (His nephew and Bob Cratchit) Yes, he tried to behave as they did, carrying out the true Christmas Spirit of friendliness, kindness and cheerfulness. Once he was dissatisfied and saw clearly what traits were responsible for his unhappiness, and hated those traits enough to change—his personality had already begun to change. All he had to do finally was to practice sincerely the attitudes he desired.

Have any of you ever acted like Scrooge at Christmas? If you did not receive just what you wanted, did you show it? You were then thinking only of yourself. Have any of you ever tried not to show your feelings even though you were disappointed?

After Charles Dickens wrote "A Christmas Carol," he received hundreds of letters from poor and rich alike, telling him how much good they had received in reading his short story.

Do any of you feel that you personally learned something from our story for today. What did you learn?

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Conclusion of Discussion—Statement by Teacher

We affect the lives of others when we are gloomy, unkind, or selfish. Scrooge is a good example of just how one person can affect the lives of others. He had no friends before his personality changed, and he caused a great deal of unhappiness. A happy, cheerful, generous person generally has friends and is liked by others. Just as Scrooge could change his personality when he made up his mind to change his ways, so can each of us try to be the kind of person we really would like to be. Christmas is the time when we should be happiest, for during this season we generally think more about doing things for others and less about our selfish desires. If we try to be unselfish and kind, we generally find other people will act the same.

The Cratchit family was happy even though it was a poor family. They had the true happiness which goes with family life when all members of the family are considerate of each other—when all in the family love and respect each other. We can learn much from them, especially that real happiness does not depend on money or on the things it can buy for us.

Now take your paper and write what you think is worth remembering about the points we have discussed today, or write what you have learned.

Suggested Division of Class Time

Distributing and collecting papers, and the writing of comments should take about five minutes. Whatever review of the story you think necessary would depend on previous planning; for example, you may want to take five minutes to summarize the story at the beginning of the period. The remaining time would be for discussion.

Caution to Teacher

Many times interest may be stimulated by calling on a student to demonstrate the point you are making. For example, have one boy or girl stand and show Scrooge's general facial expression; and another student might give his impression of what he thought Bob Cratchit's expression was.

MAKING DIFFICULT DECISIONS

LESSON PLAN 14

Introductory Remarks by Teacher

You all no doubt remember the lesson on emotional conflicts in which you discussed the decisions which students had made in solving their conflicts. We said then that it was very important for each of us to learn to make our own decisions even though sometimes we may make mistakes. Always remember that no one of us is perfect. However, we must learn to make our decisions promptly and to base them as much as we can on clear thinking, not just on our emotional reactions. People who have taken part in plays know that many times an actor has to think quickly—and to act upon his decision.

There is a story of one actress who in a play was supposed to jump out the window into the swirling waters below. The stage crew had to provide a mattress underneath the window to deaden the sound of her hitting the floor. One day they neglected to place the mattress there, and the actress hit the floor with a resounding "boom" which was heard all through the theater. The play would have been ruined had she not quickly thought and cried out, "How fortunate—the river has frozen over!"

Today's story tells of another quick but very different decision; this was a matter of life or death. It is entitled, "The Tail Gunner Makes a Decision".

The Story

The nineteen-year old tail gunner with twenty-two and a half missions to his credit was making plans for Christmas—just sixteen days off. In about five hours, he would be back at his field in England with only two more missions ahead of him to "sweat out." With any luck at all, he could fly these two missions during the next week. This would leave him nine days to hitch-hike by plane back to the States to surprise his family at Christmas.

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His ship, a flying fortress, was returning from a successful, winter bombing mission over Eastern Germany. It was flying so high on its way back to its base that all the crew were forced to use their electrically-heated flying suits and their oxygen equipment.

While pleasant thoughts regarding Christmas were passing through his mind, he was suddenly alerted as an unlucky enemy anti-aircraft burst hit the B-17 in spite of its supposedly safe altitude. It wrecked the bomb bay and killed crew members in that section of the ship. The oxygen and radio equipment were put out of commission; the tail of the fortress was severely damaged.

The dream of Christmas in the States was obliterated for the tail-gunner was knocked out by the terrific crash. Some minutes later, he momentarily came to. Still in a daze, he instinctively reached for his emergency oxygen bottle. This revived him a bit and he realized he was in a most critical situation, for the sub-zero gale was coming through a ten-inch flak hole under him. One brief glance showed him how disastrously damaged the tail was. He sensed great pain in his left foot and leg. With much difficulty, he managed to move enough to look down. To his horror he saw he had a badly-bleeding stump where the lower part of his leg had been.

In his great agony and helpless, dazed condition, he realized that no one in the plane could get to him. He also sensed the heavy bomber was in grave danger and decidedly slowed down. He knew he would bleed to death before the ship could ever stagger away from enemy territory across the channel to England.

Managing to shift the position of his body a foot or two, he lifted the stump of his left leg with great exertion and excruciating pain, and thrust it through the shrapnel hole into the sub-zero, outside air. The stump shortly froze solid, and the bleeding stopped. Eventually, the seriously crippled fortress and the few survivors of the crew reached England.

The tail gunner, now twenty-one years old, has an artificial, lower left limb. He is in college studying aviation engineering. He drives his own car, is engaged to be married, and is a most enthusiastic and well-adjusted young man. I feel certain he has a decidedly successful career ahead of him.

In an extreme emergency, he demonstrated his emotional maturity. In spite of his great shock and fear, he made a prompt decision which saved his life.

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Discussion

Before you heard this story, I said that the quick decision made in our story was a matter of life or death. Can anyone tell how this was true? What made it a matter of life or death?

Which human drive made the tail gunner reach for his oxygen bottle?

How did the oxygen help him? (Revived him)

What emotions were aroused when he saw what had happened to his leg? (Fear, horror, etc.)

Did these emotions cause him to stop thinking about what must be done in his emergency?

What was his final plan and decision?

Do you think it was a good decision? Why?

I am going to ask you to imagine yourself in your own home; you suddenly notice a fire in the metal waste-paper basket. What decision would you have to make? (Grabbing it and carrying it out, moving it from curtains, getting help, getting water, smothering it with a heavy blanket or rug, etc.) Yes, you have to decide whether to try to put it out or to leave it alone, or to run away. What might be the result of each decision?

Have any of you ever had a similar experience when you had to decide something in an emergency? What did you do?

Here's one for those of you who take part in sports. Many a game has been decided one way or the other by a quick decision made by one of the players. Let's consider football for a minute. A forward pass is to be thrown. The quarterback sees that one of his teammates to whom he would throw the ball is too closely guarded. What decision must he make? (Throw anyway and trust to luck; lateral to another; run himself with the ball; intentionally ground it; etc.)

When you see a substitute teacher in the place of your regular teacher, what decisions do you have to reach? What is the purpose of your going to school? When an entire class acts up with a substitute teacher in charge, what is the result to the teacher and to the pupils and to the school as a whole? When a class decides to work well, what are the possible benefits?

Do any of you remember having to make a decision which you later felt was a poor one? We can and should learn much from our mistakes if we realize just where or why we made

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them. I wonder if any of you can prove that you really profited in a second experience by what you had learned in the first. Will you tell us about it?

Conclusion by Teacher

We have discussed a great many decisions which people had made—some were good, some were poor decisions. It's an unusual case where just by not doing anything—by refusing to reach a decision—that we make out better than if we had made a decision. Learn now to be ready to make decisions, to learn by the decisions you have made, and to look ahead towards new and better decisions.

Suggested Division of Class Time

The introduction, story, and writing of comments will not take more than ten minutes so that the remaining time is for discussion.

Caution to Teacher

If you want to get away from obviously depending upon the lesson plan, you may write the main points up on small cards with one or two of the leading questions. This procedure will help you not only in presenting the lesson but also will serve to clarify it in your mind.

ASSUMING RESPONSIBILITY

LESSON PLAN 15

Introductory Remarks by Teacher

Our last lesson discussed just what difficulties we all might have in making important decisions—but stressed the need of reaching some decision and acting upon it. As we grow up, we are given more and more responsibility in our homes or in school. Our parents show that they realize our increasing trustworthiness by permitting us to help them by sharing their family responsibilities.

Do any of you have any special duties at home? (Let us list a few.)

Do any of you have any special responsibilities in school? (List)

How does the "Buddy System" at camp or in school help you to develop a sense of responsibility? Why do so many of us try to avoid assuming responsibility?

Today's story is one of a young Arab boy who had to assume much responsibility at a very early age. I'll be waiting to hear what you think about him.

The Story

One evening just before dusk, I was returning to Casablanca from the mysterious old Moroccan City, Fez. My driver had been making excellent time over the splendid highway. As we entered the cork forests, north of Rabat, we saw new roads branching off to the camp sites of Patton's Western Task Force. His armored-unit troops were bivouaced in this area where the wide-spreading cork trees hid his tanks and armored vehicles from enemy aircraft.

My car slowed down for just ahead of us was a small, barefoot Arab boy dressed in a dirty white djalaba (ja-la'-ba) and red fez. He was driving a flock of 35 or 40 sheep and goats. Suddenly we heard a great roaring noise to our left—a number of huge tanks engaged in night maneuver exercises

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emerged from the forest to cross the road ahead of us. Two of the tanks were headed directly for the flock of sheep and goats. Naturally, the animals were frightened and started to scatter in all directions, some heading directly towards the fast-approaching tanks.

Trying to save his flock, the small boy leaped in front of the nearest oncoming tank, holding up his little hands, signaling them to stop. Instinctively, he picked up a large stone throwing it at a tank as it plunged steadily towards him. Fortunately, the tank driver saw the boy when his tank tipped forward going down the steep embankment to cross the road. He was able to change the direction of his tank and the other tanks near him, thereby saving the life of the Arab boy.

While we were held up by the long line of armored vehicles, the shepherd managed to gather together his frightened flock. I talked to him through my interpreter. As near as the boy knew, he was about ten years old, although I thought he looked younger. He had never been to school, but could count his flock. Every day in the week just before sunrise he would leave his home with his flock, driving them to a public grazing ground about five miles away. There they would stay until dusk descended when he would lead them home again.

The only food he carried with him was a small, round loaf of native bread. When thirsty, he would drink some goat's milk. Never had he been able to associate with other boys except when he and his flock would encounter another Arab lad with his goats and sheep. But then he was too busy for play, as he had to keep constant watch to keep his flock together.

This uneducated, ten-year old Arab lad, because of his life experiences, was more emotionally mature than most American boys his age. He was learning the hard way. He could shoulder responsibility and undergo hunger and hardship. Even though he was very angry and frightened when the tanks threatened his flock, he made a prompt decision and risked his own life to save his sheep and goats.

Discussion

I don't believe many of us would like to change places with this boy. Would any of you want to? Is there anything you might like about his way of life? What would you dislike

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most? What would you miss most in your own life if you ever had to change?

Suppose you had been in his place and saw the tanks approaching the flock for which you were responsible. What would you have done? What made him risk his life for his flock? (All he owned, food supply, etc.)

What school responsibilities do you feel are the most important ones we all have to assume? Let us try to list a few. For example, as a club member, what responsibilities do you have? (Cooperating, attending meetings, organizing projects, etc.) As a member of the school council or home-room, or even your class, what are the special responsibilities you face?

As a new election of officers for the school, council, club or home-room is held, what responsibilities do you have to assume as a voter? How many of you have wanted an office but never have been voted for?

Sometimes a student will say, "I don't want to vote." How does this show that he is not willing to grow up and share a responsibility?

Have any of you ever tried to avoid a responsibility? Will you tell us about it?

Why are some people never asked to assume responsibilities? What causes them to be untrustworthy? How can they be helped to become better citizens?

Many of you have told of various duties or responsibilities you have daily. Do any of you plan or write out a schedule for yourself—by the day or by the week—to be sure that you get everything done? Will you tell us about it? What do you think of such a plan?

Some parents post little lists of daily jobs for each member of the family. Does any one of you have a system in your home like that? What do you think of the idea? How many of you would like such a plan? Why?

How many of you belong to organizations that are interested in community service? What are they? What community services have you participated in?

Can any of you think of some special job in the home, school, or community which you think should be done and for which you think you are ready and willing to assume the responsibility?

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Conclusion by Teacher

The important thing to realize in today's lesson is that as we grow up we all have to assume various responsibilities from helping with the dishes to caring for our brothers or sisters. If we accept these duties and learn to do them well, we can look forward happily to the future when we shall be able to accept and carry out far greater responsibilities. Remember what we practice faithfully today, we shall be expert in tomorrow.

Suggested Division of Class Time

The handing out and collecting of papers and the writing of comments take about five minutes. The story will take four or five minutes so that the rest of the time is for discussion.

Caution to Teacher

A good discussion leader must watch the time carefully so that even though the discussion is most interesting, enough time is left for a proper conclusion. The leader may merely state, "I'm sorry, but our time has gone so quickly that we must finish our discussion now," and then conclude as suggested in the outline. It is considered poor policy to let a discussion run on and end without the leader's drawing together of the main points.

COOPERATING WITH OTHERS

LESSON PLAN 16

Introduction by Teacher

At the conclusion of each of the preceding lessons, there have been hands in the air indicating that most of you had more to say on the various subjects which we have been discussing. Instead of having a story today, we shall devote all of our time to discussion so that each of you will have a better opportunity to tell of your experiences.

Do any of you play on any athletic team in school? What team are you on?

Even if you have not played on a team, most of you have watched at one time or another your school teams play. Some teams are very good; some are not so good.

What are the important things—besides equipment—that every really good team seems to have? (Write on board **ATHLETIC TEAM** and under it list the main points as they are brought out—spirit, skilled players, etc. Leave enough space between them so that other related ideas may be added as shown in the chart below. The discussion for **BAND OR ORCHESTRA** may be combined with the discussion for the athletic team so that more time is available for the discussion of the “**HOME TEAM**”.)

ATHLETIC TEAM	BAND OR ORCHESTRA	“HOME TEAM”
Spirit (Morale) Pride Optimism Good sportsmanship (good losers)	Spirit (Morale) Pride Optimism Willingness to practice	Spirit (Morale) Love of family Pride in family Willingness to accept merited punishment
Cooperation Team play rather than individual stars Self-discipline	Cooperation Keep time In tune Regulated volume	Cooperation Sharing in home duties Helping younger children Self-Discipline
Skilled Players Continued practice Emotional control	Skilled Players Continued practice Emotional control	Skilled Family Members Continued practice Emotional control

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TEAM (Con't.)

Good Leadership

Confidence in leaders who are interested, fair, understanding, and who maintain good discipline

Free Group Discussion

After game, the weak points should be freely discussed and plans outlined for improvement. Praise should be given where due.

School and Community Attitude

Confidence and pride in team whether it wins or loses. Attendance at games.

BAND (Con't.)

Good Leadership

Confidence in leader who is interested, fair, understanding, and who maintains good discipline

Free Group Discussion

After concert, the weak points should be freely discussed and plans outlined for improvement. Praise should be given wherever due.

School and Community Attitude

Pride in orchestra or band, financial support, attendance at concerts.

"HOME TEAM" (Con't.)

Good Leadership

Confidence in parents who are interested, fair, understanding, and who maintain good discipline

Free Family Discussion

Time should be taken to discuss misunderstandings, differences of opinions, and family problems with as little emotion as possible. Make compromises. Praise should be given where due.

Community Attitude

Strive to be respected by community as a fine family and interested in community affairs.

Under spirit or morale of a *good* team, what might be listed as important? What makes good team spirit? (Good sports, proud of team, confident, etc.)

Can a good team ever lose? (Yes—over-confidence, etc.)

How does a team achieve cooperation? (Team play rather than stars)

How can one learn to think of the team rather than of oneself? (Practice, self-discipline) Has anyone in this class ever had the experience of forgetting himself and thinking only of the team as a whole? What do you remember about it?

A famous basketball, high-school team once had a record of over 150 straight victories. In that town almost every youngster who could hold a basketball practiced in some neighborhood yard where a makeshift basket of an old barrel hoop had been rigged upon a tree. All the boys hoped to get on the team in high school. What does this show is necessary for skilled playing? (Spirit and practice)

Besides skill in his sport, what other ability does a good player need to acquire? (Emotional control) Have you ever known where a skilled player lost the game because he lacked emotional control? Can you tell us what happened?

Have any of you ever lost control of your emotions during a game—whether you were on a team or even just watching? What do you remember about it?

Every team needs a leader or captain. What makes a good leader? (Fair, understanding, good discipline, etc.)

After a game has been played, how can the kind of group discussion we carry on here be helpful? Have you ever taken part in such a discussion?

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How important is the attitude of the school and the community? What is the best attitude? How is it shown? Many times a community is greatly interested in its winning teams. Have you ever known a community or school to back up a losing team? Do you think they should? Why?

From this listing for school teams, let us try to develop a similar list for those who are on another school team like the orchestra or band. What are the things necessary for a good band? What makes for good spirit in the band? How does one show this spirit? How do band members show cooperation when playing?

(The teacher may continue as shown in the chart and devise the same type of questions as those listed for an athletic team. When the spirit, leadership, etc. of the band or orchestra have been discussed, then the "Home Team" is taken up.)

All of us are members of another team which we may not have realized—let us call it the "Home Team". Here again we can see that a good family is very much like a good team. What makes for a good family spirit? How does one show cooperation, etc.? (Again the teacher will use the same type of questioning.)

You will notice how the *same* things which are required for a good athletic team are required for a fine orchestra or band or a happy family. These same points should be remembered by any group you are in if it is to be a successful one—whether it is your class, homeroom, or club.

How can you tie up our inner human drives with these teams? Why do so many of us strive to be on a team? (Excitement, praise, popularity, security.)

What emotions are found in a good team? (Joy, pride, excitement, etc.)

How can a coach arouse his players emotionally so that they will do their best? (Gives them a fight talk and tells them what their duties are.)

What emotions figure in a poor team? (Shame, worry, anger, jealousy, etc.)

Conclusion by Teacher

If a boy plays his hardest—whether he is winning or losing—he has done all he can. The real measure of success is how close we come to our greatest ability.* When we find our-

*These statements and many of the other ideas developed in these lesson plans came from IT'S HOW YOU TAKE IT by G. Colket Caner, M.D., published by Coward-McCann, Inc., New York City, (\$2). Dr. Caner is a well known psychiatrist of Harvard University, was a football star at Harvard and a nationally known tennis player.

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selves losing, and yet keep on trying, we are really what are called "good sports". When a boy cares about the game itself—so that he's happy just to be playing whether he wins or loses—it is easy to be a good sport. It is not easy for most of us to keep on playing when we seem to be losing, for it is human to want to win.

If a person lacks confidence and feels he is going to lose, he can overcome it by realizing that he can worry his opponent if he plays as well as he knows how, that his opponent may be over-confident; and he should picture himself playing as he would like to play, going all out and really enjoying it. Then he will be certain to do his best.

We all must learn to react well—whether we are winning or losing—and to have a "team feeling" in everything we do so that we play the game, whether we are at home or at school, as well as we can no matter what the score. In one school gymnasium there hangs a chart which reads, "For when the One Great Scorekeeper comes to mark beside your name, He will write not that you won or lost but how you played the game!"

Suggested Division of Class Time

The timing will depend entirely on how many of the points are discussed. The lesson may be continued for two periods, if necessary, so that the Home or Family Relationships may be clearly brought out. If there is time, the inner human drives and emotions may be reviewed as suggested in the questions—but this is not necessary to the main thoughts of the lesson.

Generally in one period you can develop the "Athletic Team" list very well and then using the basic list quickly show the relationship to the "Band or Orchestra" and "Home Team".

Caution to Teacher

Do not be afraid to deviate from the suggested plan if a child brings out a good discussion lead. By now you are familiar enough with the general discussion plan so that following an interesting "detour" might be a stimulating experience before returning to the "main road" of the lesson plan.

LOSING GRACEFULLY

LESSON PLAN 17

Introductory Remarks by Teacher

Our last lesson showed us that to cooperate with others we must have a "team feeling". Today we are going to discuss another similar problem in getting along with others which we all have to face at times—that of losing gracefully. Many of our greatest leaders have failed repeatedly before finally achieving success. Their ability to meet failure and not let it get them down seemed to strengthen their character. You are all probably familiar with the tale of the Scottish leader, Bruce, who was very discouraged because his men had lost so many battles. As he was trying to rest, he noticed a spider spinning a web. Over and over again the spider spun a thread which broke repeatedly. Finally the spider was successful. Bruce thought that if a spider could keep on trying so could he—and he went out to lead his men—this time in a successful attack.

One of our greatest presidents, Abraham Lincoln, proved he knew how to lose gracefully for his failures only spurred him on to his eventual success. He was defeated when he first ran for the Legislature in Illinois and also when he attempted to win the nomination for Congress. He was defeated for the U. S. Senate and was unsuccessful when he ran for Vice-President. He failed in business and it took him many years to repay the debts resulting from this failure. He suffered a great personal loss when the young lady whom he had loved and to whom he had been engaged died.*

However, Lincoln never allowed himself to be discouraged by his many disappointments and failures. His ability to lose gracefully and his perseverance and determination to win made him one of the greatest leaders America has ever produced.

In our story today we have related again the familiar

*These ideas regarding Lincoln's ability to lose gracefully came from Dr. Caner's book, *IT'S HOW YOU TAKE IT*, mentioned in the footnote on Page 133. Dr. Caner's book should be in the hands of all those who are working to help improve children's personalities.

H.E.B.

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facts known to all Americans of his splendid speech, "The Gettysburg Address". Today many boys and girls memorize this fine speech as part of their education. Our story of it is an excerpt from "The Perfect Tribute" written by Mary Raymond Shipman Andrews.

The Story

One morning in November, 1863, a special train left Washington bound for Gettysburg. The passengers on the train included Abraham Lincoln, who was then President of the United States; Mr. Seward, the Secretary of State; Mr. Edward Everett, the most famous orator of the time; several Supreme Court Judges, and various other official dignitaries. These people were going to Gettysburg to dedicate the battlefield as a cemetery to the Civil War Dead, and Mr. Lincoln and Mr. Everett were scheduled to speak at the ceremonies of the next day.

Mr. Lincoln realized as he sat in the railroad car that he was quite unprepared and so—he reached across the aisle of the car and picked up a piece of brown paper—torn from a package of books—and began to write down his ideas for his speech.

Mr. Everett's oration was apparently all prepared, and Mr. Lincoln realized that it would probably be a brilliant one. He did not feel that he could compete with the polished delivery of Mr. Everett, but he did want the people to recognize his sincerity. He also realized that the audience would appreciate something that was brief and to the point, so he wrote and rewrote, changing a phrase here and there, rearranging a sentence or substituting one word for another, until he had achieved something that he felt was direct and strong.

At eleven o'clock on the following morning, November 19, 1863, a vast silent multitude gathered on the battlefield at Gettysburg. They had stood entranced for two hours as Mr. Everett's fine voice delivered the speech which has since taken its rightful place in our literature. As Mr. Everett finished, the great mass of people burst into a storm of applause. They cheered him for several minutes and he accepted their enthusiastic response graciously.

As he seated himself, Mr. Lincoln rose and advanced to the edge of the platform. A ripple of laughter passed over the audience. Many of these people had seen only poor like-

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nesses of this man who was their President. And this tall, gaunt, ungraceful man was he!

Silence settled on the crowd, and Mr. Lincoln began to speak—but his voice came in a queer falsetto—which sounded ridiculous issuing from that giant frame, and a surprised yet unmistakable titter ran through the audience and was gone. Lincoln barely paused and then his voice gathering strength and dignity began.

"Fourscore and seven years ago," spoke the President, "our fathers brought forth on this continent a new nation, conceived in liberty and dedicated to the proposition that all men are created equal. Now we are engaged in a great civil war, testing whether that nation, or any nation, so conceived and so dedicated can long endure. We are met on a great battlefield of that war. We have come to dedicate a portion of it as a final resting place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this . . ."

As he went on speaking, there was no smile on any face. The people almost seemed to stop breathing as the great words left his lips—and when he finished there was no sound—no sound at all from those thousands of people. The President stared at them a moment with gentle, resigned eyes and then he slowly crossed the platform to his seat. At that instant there began a deep sigh which ran like a ripple through rank after rank of that enormous crowd. Lincoln's heart seemed to throb with the pain of knowing that his speech had been a failure. It had been his best effort, and these his own people would not even grant him the politeness of some applause. As he sat thinking, he became aware that a choir had started singing—that his part was done and his part had failed.

When the ceremonies were over, Mr. Everett at once sought the President. "Mr. President," he began, "Your speech — —" but Lincoln interrupted him by saying—

"We'll manage not to discuss my speech, Mr. Everett—This isn't the first time that I've felt my dignity should not permit me to be a public speaker."

Lincoln then went on to tell Mr. Everett how splendid his oration had been—but he in turn was interrupted by Mr. Everett who said simply, "Mr. President, I should be glad if I could flatter myself that I came as near to the central idea of the occasion in two hours as you did in two minutes." But Lincoln only smiled and turned away.

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It was not until a day or so had passed that he finally came to realize that his speech had been a great success—not a failure—and that the audience indeed had paid him the perfect tribute of reverent silence.

Discussion

Here again we have an example of how Lincoln could lose gracefully. He was very much upset over what he believed to have been another failure—but how did he show he could lose gracefully? (Congratulated Mr. Everett, didn't make excuses.)

When he started to speak and the audience laughed, what emotions do you think he felt? (When emotions are asked for, don't just accept the word itself. Ask why a certain emotion is named; have the student prove the emotion he is pointing out.)

Did he allow these emotions to upset him?

Many times our voices are affected by our emotions. In times of great stress, we may even lose our voice—but if we keep on talking or trying to talk as Lincoln did, we find our voice will again become normal or natural. Suppose he had not continued his speech—what might have been the result?

Have any of you had a similar experience when things did not happen as you had expected?

Did you ever have difficulty in speaking before a group? How did you feel? What did you do?

Do you know of anyone whom you feel was a good loser in sports, class, homeroom elections, etc.? Will you tell us about it?

How many of you think you are good losers or how many have tried to be good losers? Do you remember any special time when you tried to be a good loser?

Why is it difficult for all of us to admit we have made a mistake or lost a decision or have done something wrong? (We hate to have people think less of us; we fear the punishment which may follow; we do not like to hurt people who have helped us by having them know we have done something wrong; pride.)

Why was there no applause after Lincoln had finished his address? (Crowd did not feel like cheering—they were reverent.) Yes, as one writer put it, "It would have been almost like applauding the Lord's Prayer."

LOSING GRACEFULLY

Several lessons ago we discussed people who had overcome handicaps. Mr. Lincoln is a splendid example of a person who overcame personal handicaps. Can anyone quickly remember one of his handicaps? Can you tell how he overcame it? (Poor family, little education, general appearance, etc.)

You may not know that Lincoln was what is called a "man's man"; he was very shy with women—but a good mixer among men. He once went so far as to eat his bread and cheese under a tree outside a tavern rather than go inside to face a woman. Did he let his shyness control his life? How do you know he did not give in to it? (He was engaged; was married, etc.)

Throughout his career, Lincoln was often swayed by his own emotions—yet he is remembered as a man with great sympathy and understanding for people who were emotionally upset.

Conclusion by Teacher

If—while you are playing games or engaging in sports—you can learn to be a graceful loser and a modest winner—if, as we said before, you can learn to play the game as well as you can regardless of score—in all probability, you will react well later on when you are playing life's game.

Many people in foreign countries as well as in our own look upon Mr. Lincoln as the greatest American who ever lived. He truly had learned how to lose gracefully and to build on life failures.

Suggested Division of Class Time

The story will take almost five minutes as will the distribution of papers and the writing of comments. The remainder of the class period is for discussion.

Caution to Teacher

Do not forget to call on those who are not actively participating in the discussions. Even a "Yes" or "No" response is considered a contribution as it may eventually lead to a volunteered response.

SUBMITTING TO AUTHORITY

LESSON PLAN 18

Introductory Remarks by Teacher

One of the hardest lessons most of us have to learn in getting along with others is to submit to authority. Can any one of you name a person in authority who you believe has the right to make an important decision for you? Will you tell why you think so and what kind of decision you believe they should make? (Parents, teacher, principal, judge, etc.)

Many of you will admit that your parents have the right of authority—yet when it comes to submitting to such authority, you “make a scene.” Can anyone tell what is meant by the expression “make a scene”? How many of you have ever been guilty of this offense? Yes, all of us have at some time “made a scene”. How do we generally act at such a time? (Yell, slam doors, etc.) What is the best way to treat a person “making a scene”? (Laugh at him, ignore him, etc.)

Often we do so when there is some selfish personal interest at stake. All of us have at some time or other reacted in such a way, but what do you think of people who are always creating a scene—who seem to delight in doing so? Why do they do it? What do you think of them? Is it a grown-up way to act? (Babyish, spoiled, etc.)

Today's story tells of how one young lieutenant had to submit to authority. Of course, during wartime the military authority is very much more severe than that we meet in our daily life. Nevertheless, we can learn much from his story.

The Story

When Patton's Western Task Force landed at Fedala in the Moroccan campaign on November 8, 1942, the French Garrison there resisted bitterly. We lost many men. A small detachment of our infantry, under the command of a twenty-

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one year old Lieutenant, became separated from the regiment and was suddenly surrounded by French Forces.

The young Lieutenant, seeing that the odds were so against him, decided to save the lives of his men by surrendering the detachment. Three days later when the fighting was over and an armistice had been signed with the French, the group which had surrendered was released.

General Patton was very angry that any of his command should have surrendered. He felt this action reflected on the otherwise brilliant and decisive campaign of the Western Task Force in French Morocco. He directed that the young Lieutenant be court-martialed. The court-martial found the Lieutenant unfit to command combat troops, reduced him in grade to Second Lieutenant, relieved him from his regiment, and sent him to replacement camp.

During the three days of fighting, our troops had seized all the buildings and properties we needed to house our troops, to serve as our headquarters, and to store our supplies. After the armistice had been signed, I—as President of the United States Claims Commission for French Morocco—was responsible for negotiating fair rentals for these properties we had forcibly taken from the French and Arabs. Twenty new officers were assigned me to take proper inventories of these properties. One of these officers was the demoted Lieutenant.

He performed splendidly the work I assigned to him. His morale seemed to be high. He did not give any indication he was resentful over his court-martial proceedings. I became much interested in him; and several months later, I induced a friend of mine, the Colonel of a combat regiment of engineers, to assign him to one of his companies.

A few months later in the capture of Massina, Sicily, the Lieutenant was promoted on the battlefield and awarded the Silver Star for conspicuous bravery. When he returned to civil life, he was a highly-respected, twenty-five year old Captain.

This demoted Lieutenant demonstrated his emotional maturity by facing up to his frustrations bravely. He looked his first failure, his court-martial, squarely in the eye. He did not let his emotional feelings and resentment over his treatment—considered by his friends as decidedly unfair—get him down. He overcame the prejudice of his superiors by his attention to duty. He worked hard and proved he had what it takes to make a good officer.

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Discussion

What two decisions did the young Lieutenant have to make? (1—surrender; 2—how to accept court-martial) What do you think of his decisions?

Why did General Patton consider the surrender a poor decision? What authority did he have over the Lieutenant?

What group in authority agreed with General Patton?

What emotions might the Lieutenant have had when he heard he was to be relieved from his regiment?

Sometimes in our school work or in our activities at home, we become careless, perhaps even lazy or disinterested. Then something happens to arouse our emotions. We become ashamed, fearful, jealous, or angry—with the result that we start doing much better work, for these emotions drive us to do our best. We all know that our emotions—our loves, hates, jealousies, fears—are the forces which drive us to do both the good and bad things in life. Our emotions are responsible for much of our happiness and much of our grief. Have any of you recently had your emotions aroused so that you wanted to do a better job? Will you tell us how it happened?

How did the Lieutenant react to his court-martial? What do you particularly admire about him? He had the "team feeling" we have been discussing. How did he show this? What was his eventual reward?

Suppose he had felt sorry for himself. Would he then have had the grit to prove his real value to himself?

How do you know his decision about not letting his court-martial embitter him was a good one?

Do you know of anyone who has had to submit to authority recently? How did he take it?

Some time ago the newspapers carried stories on attempted bribes in sport circles. One prize fighter—a champion—was banned from fighting in New York State because he neglected to report a bribe attempt and refused to name those who had wanted him to "throw" a fight. What do you think of that decision? Why should he have reported the bribing attempt? Why must those in authority in sports circles back up this decision?

During the war the Government rationed food, gasoline, and many construction materials; so at times all of us have to submit to those in authority.

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How many of you had to submit to authority at home or in school? Did any of you feel it was unfair? Will you tell us why? If you are full of self-pity, what kind of a person do you become? (Complaining, misunderstood, etc.) Why is authority irritating to people? (Annoying to feel inferior.)

Have any of you recently submitted to authority—which you felt was for your own good? Will you tell about it? Why do you feel it was for your own good?

Conclusion

We cannot always suppress our emotions—it's not good to do so—for we all have to let off steam at times. However, we can try to harness our emotions constructively in the problems that face us in our daily lives. We have all to learn to submit to those in authority—and not let our emotions cause us to act in such a way that we may regret it later. Keep your "team feeling" and remember that a continued effort to do your best is the most constructive reaction to over-severity, or what you believe to be an unfair decision. It is a more mature way to act than the babyish reaction of "making a scene". Prove your worth and you will be the real gainer in the long run.

Suggested Division of Class Time

The story will take less than five minutes as will the distribution of papers and the writing of comments. The remaining time is for discussion.

Caution to Teacher

It is an excellent habit to ask each leading question slowly and to repeat it before calling on anyone to answer it. This insures the fact that it has been heard correctly by the students, and provides them with a little time to think about it.

FIRST IMPRESSIONS

LESSON PLAN 19

Introductory Remarks by Teacher

In our last few lessons we have talked a great deal about how necessary it is for each of us to learn to get along with others—whether it is in losing gracefully or in submitting to authority. However, there is one important point that we have not as yet considered.

Have any of you ever had to transfer from one school to another? Can you remember anything about how you felt the first day in the new school? Did people try to make you feel at ease and not like a stranger? What did they do?

Today's story is about just such a situation. I'll be interested in hearing what you think of the young fellow and his sister.

The Story

I heard Clyde coming slowly up the steps. I rushed to the front door as I was anxious to learn how his first day in Wilson High School had gone. We had moved to Washington from Lake Placid, New York, only two weeks before, and Clyde and his sister, Elsie, had been looking forward to the opening of Wilson.

Elsie, who would enter as a third-year student, was most eager to go to this large, 3000-pupil school; while Clyde, who had just finished junior high school, dreaded the opening of school as he wished he could have stayed in the small, Lake Placid school.

When I opened the door, I could see from Clyde's face that he was not enthusiastic or happy. I asked him how he liked his new school. He did not answer immediately, but when he had drunk a glass of milk and eaten a piece of cake I had just baked, he said slowly, "The school is too big—I shall never like it."

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"How were the teachers?" I asked.

"All right, I guess—they took no notice of me."

"Did you get acquainted with any boys or girls?"

"One boy said I looked as if I could play football and asked me what position I played. I told him I was not interested in football—I was interested only in skiing."

He said, "No skiing here."

"What was his name?"

"I didn't ask him."

"Whom else did you talk to?"

"Some girl, who had lots of lipstick and jewelry on and had her hair really frizzed up, asked me where I came from. I told her Lake Placid, New York. She asked me if I had seen any ski-jumping there. I told her I had taken part in the junior-ski-jumping competitions. She said, 'How thrilling!', but I know she didn't believe me."

"What was her name?"

"I don't know—wasn't interested."

Just then Elsie burst into the house with two attractive girls. "Mom, meet Jackie and Lyn, my new girl friends. They're swell. Jackie lives just around the corner and Lyn is going to be in all my classes. Oh, Wilson is super—best-looking boys—Oh, I forgot."

She ran to the door and called, "Bill—Slug," and two boys came bounding up the steps.

Elsie introduced them to Clyde and me and said to Clyde, "Get some coke and cookies for the gang while I put on my new record."

"How were your teachers?" I managed to ask.

"Super—I like them all—Wilson is tops—Slug here is on the football team. He says Wilson is sure to win city championship this year. He wants me to try out for cheerleader. Bill is Captain in Cadet Corps. Clyde will look swell in uniform."

About this time Clyde disappeared upstairs. He had been embarrassed because Jackie and Lyn had followed him out into the kitchen to help get the cokes and cookies while Elsie had started dancing with Bill. I guess Clyde was afraid he would have to dance with Lyn.

Discussion

Before starting our discussion, I would like to have the

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children in the second row come up to shake hands with me. I shall greet each of you in a different way. Let us all notice the effect on each person. (A different manner of greeting should be used with each pupil, i.e., hearty handshake, limp handshake, shaking hands but looking in the opposite direction, smiling when shaking hands, "dead pan" expression when greeting, stepping forward to greet the person, ignoring outstretched hands, etc.)

Did any of you have a particular feeling you remember as we shook hands? Will you tell us about it? Did any of the class notice anything about the different greetings? What kind of handshake do you like?

When you meet somebody, do you really know what he is thinking? How then do you judge him? (Appearance, personality, manner, actions, speech, etc.)

Are the first impressions we make on others of any importance? When do you think they are especially important? (New school, vacations, looking for a job, blind date, etc.) Do you remember anyone you met recently who made a definite impression on you? Will you tell us what it was?

How do you explain the way Clyde acted? We have said many times how important friends are. Do you think Clyde wanted friends?

Why didn't he try to meet the people who were friendly to him at least half-way? (He had a mind set against the new school, was bashful, etc.)

How far do you think we should go in making the other fellow feel either comfortable or welcome?

When one is under a nervous or emotional strain, it is difficult to think as well as usual. Do any of you remember times when you were excited and did something silly? Will you tell us about it?

Why did Clyde run away upstairs? Do you think this might be called "making a scene"?

Do you think he should try to change his personality? How might this be partly accomplished?

What do you think of his mother? Do you think she is a good mother? Why? How can she help Clyde?

His sister, Elsie, was an entirely different sort of personality from Clyde. She made friends easily. Can you remember any things she did which you liked especially? Was she trying to help Clyde? How?

FIRST IMPRESSIONS

Have any of you ever tried to avoid meeting people? Why? Were you ever sorry you had avoided them?

Conclusion by Teacher

Unless we live on a desert island, we cannot avoid meeting other people. They judge us—just as we judge them—by our outward appearance, our actions, and our speech. The more we meet others, the easier it becomes to have the friendly, thoughtful, and straightforward manner so necessary in insuring a pleasant first impression. Remember how we compared ourselves to a car. No matter how fine an engine or how good the steering wheel is, every car needs a capable driver to pilot it. We can all make just as fine an impression on others as we want to if we remember the things we have talked about today.

Suggested Timing

The story and “shaking hands” will take about five minutes. The passing out and collecting of papers will also take about five minutes. Therefore, the remaining time is for discussion.

Caution to Teacher

The written comments are valuable mainly as a teaching device to provide time for the student to think back over the lesson. Then, too, he will remember the main points of the lesson much better after he has written them down.

It is not necessary to keep these papers if you feel that they have not been done well enough to save. However, once in a while, you may find that they contain a well-worded comment on the lesson or a personal remark through which you yourself may help a student.

STRIVING FOR SUPERIORITY

LESSON PLAN 20

Introductory Remarks by Teacher

In one of our first Human Relations lessons we learned that one of our "Inner Human Drives" was the need for recognition—the desire for praise. We all want to be liked and all of us wish to be successful. Instinctively we each endeavor to be superior to others. If this inner human drive for recognition is wisely directed, it makes us ambitious and brings us respect from others. We feel secure and receive admiration for our ability in our work. We delight in being of benefit to others.

However, if our drive for recognition is unwisely directed, we may become selfish, mean, "stuck up" and decidedly unpopular. The individual who strives too hard to be superior pays little attention to the feelings and rights of others. Today's story is about a boy whose recognition drive was unwisely directed for a time until he learned to have the "team feeling" for other people which we have been discussing.

The Story

Jack Allen should have been the most popular boy in high school. He was fine looking, an unusually brilliant student, an outstanding athlete, and always neat and well-dressed. He was an only son and at home always had things just about as he wanted them. In school without half-trying he led his classes in almost every subject. In spite of these advantages he was not popular, for he always tried to be in the spotlight and was very inconsiderate of the other pupils and of his teachers. New girls coming into the community were immediately attracted to Jack, but soon lost interest when they found out how conceited he was.

In spite of his unpopularity, he was an important member of the football team. He was a natural football player, fast on his feet, a quick thinker, and always played to win. As

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quarterback, when his team was near the goal line, he frequently called trick plays so he himself could run with the ball. As a result, a high percentage of the touchdowns was credited to him.

He was graduated the highest scholastically in his high school class. Nevertheless, he did not have one individual, outside his mother, whom he could call his real friend. He was so self-centered, he apparently paid no attention to the fact that his classmates at the graduation exercises and parties practically ignored him.

Several days after graduation, Jack's mother engaged Nils Larson to refinish her hardwood floors. Nils, whose son in high school had also played football, had known Jack for many years. When Mr. Larson had finished his work and was about to leave, he said to Mrs. Allen, "My brother, who is First Mate on the James Lykes, is spending three days with me before he leaves with his ship for the Ivory Coast of Africa. He offered to sign on my son, Tom, and take him with him on this three-months voyage. Tom wanted to see Africa but his girl friend talked him out of it. I was thinking, Mrs. Allen, that this trip would be a fine thing for Jack. It would be hard work. My brother is a strict man under whom to work. He learned how to handle boys when he was a Petty Officer in the Norwegian Navy. I honestly think a sea-voyage under my brother would be a helpful experience for Jack."

That evening at dinner Mrs. Allen told Jack about her conversation with Mr. Larson and among others things said, "Tom Larson turned down a wonderful opportunity to see Africa just because his girl would not let him go!"

Jack replied, "I certainly would not let any girl tell me what I could do. I myself would like to see Africa."

His Mother answered, "Oh, I could not let you go away for three months. You would not get back until it was almost time for you to go to college!"

This remark by his mother was just enough to cause Jack to go over to see the Larsons that evening. He was immediately attracted to First Mate Larson, who told many tall tales about his exciting sea adventures. At the end of the evening the Mate said, "Jack, I would like to take you along on my ship but I'm afraid you could not 'take it'. Besides you are pretty young for this experience."

Jack answered, "I can take it all right;" and two days later, he reported to First Mate Larson on board the James

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Lykes which was docked at the Army Base in Brooklyn.

The First Mate turned Jack over to the boatswain who sent him to the "Slop Chest" to draw whatever clothes and equipment he needed for the voyage. By the time he had drawn his gear, the ship was underway. He took his equipment to the crews' quarters which were crowded with double-decker bunks and which were most untidy as the crews' gear had not as yet been stowed away. Jack went up on deck so as to see the ship leaving the shore. The boatswain saw him gazing interestedly at the piers and yelled at him, "You're no passenger! Shake a leg and help the gang putting the tarpaulin over No. 2 Hatch."

Jack found those working with him at this strenuous work were much older, experienced, able-bodied seamen, some of them speaking English with decided accents. Time does not permit telling the details of this rough, unpleasant voyage for Jack. For the first time in his life he was not the leader of his group. He was inexperienced, soft, and younger than those with whom he worked. Jack was continually the "butt" of many practical jokes. He had unpleasant and difficult tasks to perform; he became very tired; he did not like the food. He realized for the first time the desirability of having friends. When awakened at midnight to go on watch during rough and stormy nights, tired, sleepy, and a bit seasick, Jack found he was homesick in addition to his other problems. He experienced the fifteen most miserable days of his life on this Atlantic crossing. He made no friends but had enough spunk to keep up with his work in spite of being continually emotionally upset and physically uncomfortable.

All the men on his watch had been talking for days about going ashore at Dakar. Jack drew \$20 along with the others and went ashore with the group in the first boat. As soon as he hit the dock, he started off alone. Some of the men called to him to stick with them saying they would show him Dakar. Jack did not answer; he just hurried off as he was anxious to go by himself—to be away from his shipmates.

He wandered aimlessly along, rather disappointed in the dirty, hot, smelly African city. After a while, he was hungry and entered a waterfront cafe—a rough place filled with sailors of different nationalities and Senegalese stevedores. A dirty French waiter came to Jack's table. Jack, knowing only a little high-school French, had difficulty ordering anything to eat. When his food was eventually brought to him,

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he did not like the looks or smell of it, pushed it aside and angrily yelled at the waiter. Within less time than it takes to tell it, Jack found himself thrown bodily out of the cafe by two large Senegalese "bouncers". The jeering laughter of those in the cafe only made Jack more angry.

He walked slowly along, feeling sorry for himself and a bit homesick. Shortly after leaving the cafe he was stopped by a couple of native beggars. Jack pushed them to one side and a moment later four or five natives jumped him. He was hit over the back of his head by some heavy object, and before he recovered, he had lost his wallet, wrist watch and ring. He realized he was being rolled over so that the natives could strip off his clothes and shoes.

Two young, British sailors who had seen the incident at the cafe were about 100 yards from Jack when he was attacked. They ran back to another cafe where they knew there were some other British sailors and yelled, "A young Yank is being beaten up by some natives down the street!"

It happened that the men who had come ashore from Jack's ship heard the British lads and ran after them to where the natives were surrounding Jack. Jack was putting up a game fight but was being badly beaten by those who had been too late to get any of his belongings and who were happy to have a chance to get in a few licks against a hated "White". In a short time the American sailors put the natives on the run and carried Jack back to the cafe where they carefully looked after his bruises and cuts. Much to Jack's surprise the men on his ship—whom he had despised the most—seemed to be the kindest to him. In spite of his battered condition, no shoes, and no money, he felt pleased that he had a gang behind him—people who were friendly enough to fight for him.

During the rest of the voyage Jack's game fight against the large gang of natives at Dakar was the talk of the ship. He was accepted as a "real guy" and he began to respect and appreciate his associates. During the balance of the voyage his work was much easier as he always had someone to help him, and he learned many tricks of the trade which were helpful. When he signed off the ship at New York many weeks later to go home, he actually was sorry to leave some of the gang. They sent him on his way with a lot of kidding which showed they really liked him.

Under the discipline of First Mate Larson, Jack learned

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to work at disagreeable tasks at times inconvenient to him. He learned to cooperate with others, but most important of all he learned that you must first be a friend if you expect to make friends.

Discussion

Now all of us will admit that we have a desire to excel—to succeed—and that it is a strong drive within us. However, this story shows us very well the consequences of seeking superiority just to be better than others.

How many of you didn't like Jack right at the beginning of the story? What do you think was his worst personality trait? Why wasn't he popular?

Suppose some of the fellows had tried to show him his faults. Do you think Jack might have listened? How many of you ever tried to tell someone like Jack—with a personality difficulty—what you thought he could do to help himself? Were you successful? What happened? How many have been unsuccessful? Why?

Why don't we like people who are always trying to get ahead of others? Can you remember things which people have done and which annoyed you? What are some of the things they do which are annoying to you?

A number of us try to keep up with others who have more ability—and we really have to grind to do so. To excel other people is a great strain for most of us. The strain to lead may make us very insecure—we become too afraid of losing. What might happen in school to such a student? (Called "book-worm"; might cheat to excel, etc.)

Now Abraham Lincoln was one who always had to strive but he was not self-centered. He didn't try to make others feel inferior, and he didn't try to take advantage of others. Thus he eventually received the admiration of all.

How many of you have felt let down because your mother or teacher or someone in charge did not praise a job you felt you had done very well? I know you didn't let this keep you from doing a good job at the next opportunity—for we can get a feeling of success all by ourselves when we *know* we have done something well. We can also be upset if we know we have done a poor job. Do you think it wise to depend on praise and appreciation to do our best? Praise does help us—but we would be very foolish to let ourselves depend on it.

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What people do you remember in our stories who strove for superiority—at the expense of others? (Tommy Thompson, Scrooge) Do you remember one person who received great admiration by thinking of others? (Lieutenant Sally, Helen Keller, Edison, Roosevelt).

How many of you have ever hoped that all the class would get poor marks on a test you knew you had not done very well? Many of us have had this experience. However, we quickly forgot it. If a desire for superiority becomes so strong that a person is glad at the misfortune of others, then it is something which others may sense and resent—and which the person concerned should try to change as soon as possible.

Conclusion

It's natural for us to want to get as good a mark in school as we can, but if we have a real team feeling, we won't cheat or take advantage of others to do so. The team feeling balances our self-interest so that we can be glad at the success of others—whether it is our school, country, family, or friend. Their success brings us real satisfaction. We ourselves may obtain superiority through a job well done and through achieving good human relations with others.

Suggested Timing

The distribution and collection of papers and the writing of comments will take about five minutes; the story will also take about five minutes. Therefore, the remaining time is for discussion.

Caution to Teacher

If one or two students seem always to be the ones to volunteer in discussion, do not feel obliged to call on them for they can dominate the discussion. You may call on some student who is not volunteering or you may try one of the following:

"John has already spoken twice— isn't there another boy or girl who has an idea on this subject?"

"John, you have already made fine contributions to our discussion. Let's hear what some of the others have to say."

"I see only John's hand up—so I'll wait a moment for I know that others of you have something to say, too."

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LESSON PLAN 21

Introductory Remarks by Teacher

Last week we talked about how all of us strive for superiority, which is fine if the goals or ideals for which we strive are right. Today we have a topic which has made many of us very unhappy—that old feeling of inferiority—of thinking we are going to fail, that we are no good—of fearing failure.

Now all of us know that we are not as good as others in certain things—but most of us are not upset by these feelings of inferiority.

Let us see how many of you will recognize the person I am now going to describe.

On October 27, 1853, a boy was born in New York City. In his childhood he was puny and weak. His ill-health kept him out of school and withheld him from the rough-and-tumble companionship of boys his own age. This young boy was timid; he knew he was inferior physically, but he was not discouraged by this fact. Deliberately and with great persistence he exercised regularly and gradually built up his frail body.

During the Spanish-American War this timid boy, then a man, successfully led the spectacular Rough Riders' charge up San Juan Hill in Cuba. He afterwards served as Governor of New York State and as President of the United States.

How many of you know who this frail boy was? (Theodore Roosevelt—26th President of the United States.)

Theodore Roosevelt as a boy had an inferior feeling but not what we call an inferiority complex. Because of his inferiority feeling, his security (self-preservation) drive became much stronger and pushed him on to his great achievements. If Roosevelt had been ashamed of his inferior health, if he had kept thinking he was no good and that he would fail, then he would have had an inferiority complex.

An inferiority complex can be distinguished by the emotions of shame or fear or unworthiness associated with the

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inferiority feeling. Almost every one of us is inferior in certain ways. We have an inferiority complex only when we are decidedly emotionally upset because of this inferiority and let it influence our way of living.

Today in order to bring out the difference between an inferiority complex and feelings of inferiority and to show how they both can affect our lives, we are going to discuss two people—one a girl and the other a boy. First we shall hear the girl's story. (The teacher may select student-readers if she would like to vary the procedure.)

Discussion Subject No. 1

Rita's father died suddenly, leaving such a small estate that she and her mother had to give up their comfortable Long Island home and sell most of the furniture and furnishings to meet the funeral expenses. Rita's mother obtained employment as a receptionist in Bellevue Hospital. After searching desperately for a place to live not too far from the hospital and within their limited income, she found a fourth floor, walk-up, cold-water-flat on the "Lower East Side" of New York City.

Rita was in sixth grade and she entered a school not far from their new location. Her first days in school were most trying. Of course, she knew no one. Her classmates were almost all Italian and Puerto Rican girls. She was about the only student in the class whose parents had been born in the United States. Rita felt very sorry for herself; she was not welcomed by the other girls. They pushed her around a bit, played tricks on her and made her feel she was of little account, that she knew little about life in New York City. She could not seem to make friends with her classmates. She became resentful and showed her hostility to the rest of the group. Every afternoon she arrived home very emotionally upset.

During her Easter vacation she went out on Long Island to visit Edna, her closest friend. Rita sang unusually well and greatly admired Edna's older brother who was studying music hoping eventually to sing professionally. One evening after they had been singing together, Rita told the brother of the difficulties she was having in making friends at her new school. He cheered her up and said he wanted to teach her two Italian arias and a Spanish song. During her week's vacation at

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Edna's home she practiced these songs every day and was able to sing them very well by the time she returned to New York.

On the first day back at school during recess Rita hummed one of the Italian songs. An Italian child who heard her said, "I bet you don't know the words of that song." Rita surprised the group by singing the song in Italian. The children told the teacher about Rita's singing so well in Italian. The following Friday the teacher asked Rita to sing on the assembly program. She sang the lively Spanish song first, much to the delight of the Puerto Rican girls. For an encore she sang the other Italian song and was applauded most enthusiastically.

After school that Friday afternoon two of the girls asked to walk home with her. From that time on she was accepted by her classmates as one of the group. During the next few weeks she discovered her new friends from the "Lower East Side" of New York City school were as interesting girls and as good Americans as any of the girls she had known on Long Island.

Discussion

What would you say was Rita's problem?

How many of you feel that Rita had a difficult problem to face? Why? (Father died; way of living changed; new school; etc.)

How were feelings of inferiority started? What added to them?

Do you feel she developed a complex? Why didn't she? Who helped her?

Why did her learning of the Italian and Spanish songs make a difference?

Have you ever known of anyone like her?

Have you ever been in a similar situation when you felt inferior for a time? Will you tell us about it?

How many of you have had to measure up to older brothers or sisters?

How many of you would like to sing but can't hold a tune?

What other weak points do you know you have?

Probably all of you could name a time when you felt inferior for one reason or another. Perhaps you can even laugh at yourself as you recall the incident which may have made you very unhappy at the time. However, you did not

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let the feelings of inferiority influence your way of living. Like Rita you went ahead doing what you could do well.

Now let us hear the story of a boy whose feelings of inferiority did cause him a great deal of unhappiness.

Discussion Subject No. 2

Frank's father had been a great athletic hero in Yale and was very much interested in all outdoor sports, especially fishing and hunting.

When Frank was eight years old, his father bought him a complete baseball outfit. Frank tried to play baseball with the other boys, but was so poorly coordinated he developed no skill in the game. He used his baseball equipment very little, as he preferred to stay home and read, rather than play outdoor games with the other boys.

When he was nine years old, his father took him on a three-day fishing trip. Frank did not enjoy this experience, and all the time he was gone wished he were home.

As he grew older, his father became more and more insistent that he take part in sports. Frank was attractive looking, healthy, a good student, and not disliked by his classmates. However, he took no interest and developed no skills in any outdoor sports. From time to time in order to please his father, Frank tried hard to take part in outdoor games. However, he was always awkward and persistently failed in such activities. Frank felt that his father was ashamed of him. He felt inferior because he could not measure up to what his father expected of him.

By the time he was twelve years old, Frank had become so discouraged and ashamed of his lack of skill in sports that he would not watch the others play. He always avoided taking part in any group-recreational activity because he believed he would fail.

He became more and more sensitive and timid and gradually withdrew from his former group of boyfriends, spending most of his time at home reading, listening to the radio, or going to the movies whenever he had a chance. About this time he started to have trouble with his school work. Frank had practiced feeling inferior so much that he began to feel inferior in everything he did. He had developed a decided inferiority complex and was definitely handicapped by it throughout his life.

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Discussion

A few lessons ago we talked about personal handicaps which had not hindered people from becoming outstanding leaders in their different fields. How would you describe Frank's handicap? Was it mainly a physical or an emotional one, or both? Yes, at first it was a physical one. Then when his feelings of inferiority became a complex and upset him so, it was definitely an emotional handicap—he believed everything he did was inferior. Do you think his father was wholly to blame for his condition? Suppose the father and son had tried to discuss the boy's problem. Do you think it might have helped Frank?

Can you think of anything else that might have been done to aid him?

Do you know of any sport he might have engaged in successfully? Would you have advised him to try it?

Suppose he had gone out for dramatics or worked on the school paper. Do you think he might have been successful? Why? What effect would such a success have on his life?

Now in our Human Relations Classes you are learning that you yourself are the one person who has the most to do with your own happiness and future success. We want you to know yourself better—to know your own strengths and weaknesses—so that you can face up to a difficult problem and try to work out a solution.

Did Frank try to work out a solution of his problem? No, instead of finding out what he could do well and doing it, he tried to do something entirely beyond his abilities. He is like a fellow who has seen "Superman" fly through the air and who becomes so unhappy when he finds that he can't do it that he gives up and does nothing at all. Can you think of any way our classes in Human Relations might have helped Frank?

Conclusion

A journalist (Guy Hickok) once wrote, "All people, big and little, are so nearly alike when off dress-parade that no one of us needs to feel inferior in the presence of any other." If we can remember that we all are fundamentally alike, that we all have feelings of inferiority and all have our own strong points as well as weak ones, we won't spend our lives crying

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or feeling sorry for ourselves because of what we don't have. It's a wise old saying that encourages us to "count our blessings" not our shortcomings. Besides, we would miss the thrill of making things better, of developing and improving our ideas, if we were all perfect.

Suggested Timing

The discussion subjects take about four minutes to read; the passing out and collecting of papers and the writing of comments also will take about four minutes; the remaining time is for discussion.

Caution to Teacher

Don't ever drag a discussion to "work" to bring out a certain word. If a suggested answer is not given exactly, remember that it is only a possible answer. If the replies do not seem to cover it, you may state the answer quickly yourself. However, it can "kill" a good discussion to strive for a certain answer.

COMPETITION IN SPORTS

LESSON PLAN 22

(Note to Teacher: *Before giving this Lesson, read Lesson 24 as the students who take part in debate in that lesson should be designated and briefed two weeks in advance.*)

Introductory Remarks by Teacher

In a recent lesson we discussed those factors which make an athletic team successful. Among the requirements brought out were—skilled players, constant practice, effective teamwork, good sportsmanship, high morale, and effective leadership. Today we wish to discuss the question, "Are the things we learn from competition in sports during our school days helpful to us in later careers?"

Too frequently the lavish praise and recognition given athletic stars during their school days spoil them for ordinary business occupations. After the excitement and satisfaction of having great crowds cheer for them were over, they had a decided letdown when they had to start work at an unimportant job in a factory or store. The athletic success of the hero in today's story did not go to his head. He tackled every job he has ever had with the same enthusiasm, determination, and concentration which made him so successful on the football field. His athletic experiences made him a better all-around person.

The Story

After our landing in French Morocco one of the new officers reporting to me was Captain George Pfann, a stockily-built officer, whose quiet assurance and pleasing personality decidedly impressed me. In looking over his record I noted he had been a Rhodes Scholar at Oxford, England, assistant District Attorney in New York City, and most successful in

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his law practice. I had known of Captain Pfann many years before when he was a football hero—an All-American quarterback.

About a week after Captain Pfann joined my staff, he said to me, "Colonel, I came into this man's army to fight. I am afraid I shall lose my opportunity of going forward with the fighting troops unless you release me so I may get my chance to serve in combat." While I hated to lose him, I admired his spirit and helped to arrange for his assignment to the Headquarters Company of the "I" Armored Corps, General Patton's Command. Because of Captain Pfann's ability to handle men, to make quick decisions, to assume responsibility, and to keep cool in times of excitement and danger, he made good. General Patton assigned him to his Staff and promoted him to Major on the field of Battle in Sicily. He was present at the historic meeting of our troops with the Russians. For his services with General Patton on the mad dash across Europe he was decorated for gallantry by the French, Russian, and American Governments and was promoted to a Lieutenant Colonel.

Let us flash back to Thanksgiving Day, 1923, in Philadelphia. A record crowd of 58,000 filled the stands, when the Big Red Team of Cornell met its traditional rival, the Red and Blue Team of the University of Pennsylvania. Cornell had not lost a game in three seasons. Today was the final game for George Pfann, quarterback and captain.

Amid the resounding cheers of the enthusiastic rooters for both teams Cornell started off with a rush, and it appeared as if the Big Red Team would crush the Penn Team as it had crushed all the others it had met that year. However, Penn had its fighting spirit up, and on this Thanksgiving Day proved it was one of the pluckiest bands of players that ever represented the Red and Blue. The Penn Team on this day was inspired and against any team other than the one captained by Pfann would have fought to a resounding victory.

After Cornell had secured the ball on its own 40-yard line in the first period, the versatile Pfann spread his wings and added 18 yards around Penn's right end by shaking off five tacklers and stiff-arming a few more before he was borne to the ground. Three line plays by Pfann forced the Red and Blue back to their 38-yard line, and then Pfann skirted the other end for fifteen yards more. It took three and four men to drag him down once he got started on his pile-driving plays

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with his knees flung high and feet flying in all directions.

The Red and Blue players by this time were fighting-mad, and after going into a huddle started to use the tactics of keeping Pfann covered all the time, so he could not have an opportunity to grab a forward-pass or start on one of his spectacular long runs. From that time on Pfann was so closely watched and covered that whenever he received the ball, a horde of Penn players hurled themselves on him with all their force and by sheer weight and numbers often crowded him to the ground before he could really get started.

It was so evident that the entire Red and Blue Team was watching Pfann's every move that he, hoping to divide the opposing players so he could obtain a chance to break away, changed his tactics and started to give the ball most of the time to the Left Halfback. Shortly after Pfann stopped running with the ball, the Cornell drive was halted. The Penn team failed, however, to gain many yards against the ten excellent players and the one star who made up the Big Red Team.

On the first play after Cornell obtained the ball again, Pfann managed to wriggle loose from the Penn players who on every play were still covering him. The long pass which was expertly thrown was grabbed from the air by Pfann and he dashed the ten yards to the goal-line for the first touchdown.

Throughout the entire game Pfann proved himself a real field general, a clear thinker, a player of excellent judgment. In action whether he was passing the ball, bucking the line, tackling, grabbing a forward pass, or making a long run, it was always evident that he was concentrating on what he was doing as if it were the last play he was ever to make and he must not fail. Not only was he a spectacular quarterback, but he was also a powerful ground gainer and he passed, kicked, tackled, and received the ball in a manner that well-earned him his position on the All-American Team of 1923. He ended his Cornell football-playing career on that long ago Thanksgiving Day as he had started it three years before, fighting all the time to win, encouraging his teammates and using astute judgment.

It was no accident or luck that helped George Pfann to success in civilian life and in the army. The experience gained and lessons learned in athletic competition, especially when he

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was Captain of the championship Cornell team, had trained him well for his later responsibilities.

Discussion

What had George Pfann become expert in doing through the constant practice so necessary to athletic success? (Make decisions quickly, keep fit, think of team, fight to win, etc.)

What award did he receive which proved his superiority in football? Did he achieve it by not thinking of others—by lacking a team feeling?

How did he make out in his chosen profession before the war changed his life? Did he carry over to living the reactions that had made him outstanding in sports?

Yes, his competition in sports had certainly prepared him well for the great game of living. In that game—as in any game—we have to know the rules and we must want to play our best. Since we all enjoy playing any game, when we are successful at it and when we can play it effectively, we must try to know and understand the rules of the game of living so that we can play it well.

Life is full of constant changes for most of us. How can football—or any sport—prepare us to adjust to these changes?

Now we know that not all successful athletes do carry over into living the zest they showed in athletic games. However, there is every hope that if we learn to react well in games, we shall react well in life. Let us see if we can list a few good rules which we might learn in sports competition and which may be carried over to the game of living. Who can name one?

1. Be physically fit.

How many of you think you are physically fit?

What is an important health rule for most students to remember? (Sleep at least 8 or 9 hours every night.)

How many of you sleep 8 or 9 hours every night?

If a person is not doing his best, many times it is because he has some physical weakness. Who can determine this weakness and help him? (Nurse, doctor, etc.)

2. Learn to make intelligent and quick decisions.

3. Keep doing our best whether we are winning or losing. Don't give up.

4. Let our team feeling balance our self-interest.

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5. Be ready for any emergency. Don't be overconfident.
6. Keep emotional control—don't lose temper.
 How many of you do try to control your temper?
7. Daydreaming too much will interfere with action.
8. Good sports don't spend all their time boasting and fighting.
9. Be ready to try a new plan or idea. Cooperate.
10. Remember you can always improve your game.

Conclusion

Sometimes we are a little uncertain as to what our next move in life should be. Often after we have made a decision, we realize that it is not a wise one—and we then can think of a wiser plan. Regret for something that is over and done is of little value. Nor should we let ourselves grow discouraged—for just as in football or any sport—we must keep on trying and gaining in experience. Then only can we be confident players in the game of living and have attitudes which bring good human relations.

Suggested Timing

The planning for debate lesson will take about five minutes. The passing out and collecting of papers and the writing of comments will take about four minutes, as will the story. The remaining time is for discussion.

Caution to Teacher

If hands are still raised when you are ready to take up another discussion point, it is considered advisable to ask, "Is there something important which you feel should be said before we go on with the lesson?" If someone still wants to talk, time should be taken to hear him.

BEHAVIOR PROBLEMS

TEACHER AID V

Teachers are confronted with many different types of classroom behavior problems in their everyday dealings with the boys and girls in their classes. A high percentage of the time, the energy and ingenuity of most teachers are taken up generally with the problems of a comparatively few pupils. In the average class most of the children behave in a normal, understanding and cooperative manner and do not cause the teacher any unusual amount of worry and effort.

In Lesson Plan given in Chapter VI of our Human Relations Classes a Class Acceptability Record was made of the pupils in your class. You will remember that about 15 per cent of your students were socially unacceptable to the rest of the children. These overlooked children were not desired by their classmates as co-workers on class projects, as guests in their homes, or as playmates on the recreation field. In this overlooked group, generally there were children of the following types: show-offs, very timid children, children with disagreeable body odors or of very unsightly appearance, children of minority racial groups, extremely nervous children, children with babyish habits, extremely slow children, dishonest children, children with noticeable sex problems. I think you will find, if you check back to this Class Acceptability Record, that most of your pupils who show distinct behavior problems were in this socially unacceptable group.

It takes all the ingenuity a teacher has and all the perseverance she can muster to help make these behavior-problem children more acceptable to the rest of the class. If this can be accomplished even to a slight degree, many of the behavior problems decrease. For what these problem children, most of all, need are friends of their own age—a feeling they are appreciated and accepted by their classmates. They need to feel secure and, although most of them do not realize it, they need affection.

If the basic needs of school children in the 6th, 7th and

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8th grades can be met fairly adequately by the school, many of the behavior problems become relatively unimportant. As brought out in our Human Relations Class lessons, children grow up intellectually, physically, and emotionally. Most of the more serious classroom behavior problems are due to the fact that the children involved have not been growing up emotionally as rapidly as they have been growing up physically and intellectually.

The intellectual needs of these 11 to 14-year-old children might be summarized as follows. As a result of their school training, they should learn to observe fairly accurately and to consider rather carefully the evidence before making conclusions. They should learn to think independently rather than just take the opinions of others. Their natural curiosity should be aroused in an endeavor to make them desire to extend the range of their knowledge and improve their skills. By participating in Human Relations Classes and other discussion groups they can enlarge their range of knowledge and improve their self-expression. Teachers should attempt to bring about this intellectual progress in their pupils by giving them encouragement, inspiration, understanding and direction. This progress should be brought about with as little regimentation as possible, for regimentation has an unhealthy affect upon the emotional growth of boys and girls.

The school's responsibility for the physical development of students is much simpler than the intellectual responsibility. Among the points which should be given special consideration are health examinations with proper arrangements for referring children in need of medical attention to their doctors or to clinics. The teacher often can sense that a child in her class is decidedly under par physically or nervously, and can frequently arrange through the school nurse for proper medical attention. Similarly, it is helpful if dental examinations can be given in the schools. The school through a proper school-lunch program can frequently make it possible for the few undernourished children to receive a better balanced diet. Through the physical training program and athletic program, many boys and girls can be decidedly helped from a physical standpoint, and can gain certain skills which will be beneficial to them from an emotional standpoint. In the athletic program many boys and girls learn to become leaders, to follow the leadership of others, and to develop the spirit of team

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work—readiness to work with and help others. Many also learn to lose gracefully.

Up to the present time the school has not accepted the responsibility for the emotional development of its students. This is the reason we have been turning out of our schools a too-high percentage of emotionally immature young men and women. Because this is a new field for the schools, the educational patterns to help in the emotional development of children have not been well established. In our series of Human Relations Class Lesson Plans and in our Teacher Aids we have been attempting to establish certain educational techniques and procedures in this direction. During their school careers it is desired that our boys and girls learn how to get along better with themselves by acquiring an understanding of their own emotional strengths and weaknesses. We also hope they will learn how to get along better with others and make friends. We wish them to strive towards emotional maturity.

The person who is emotionally mature:

- Is adaptable and can make compromises;
- Can take responsibility for himself and others;
- Can face difficulties, frustrations and hardships squarely, and finds the best solution he can;
- Gets along well with other people and makes friends with those his own age;
- Brings his fears out into the open rather than repress them;
- Has self-discipline; and
- Has learned to profit by his mistakes.

Naturally, it cannot be expected that teachers, during the short time they have children under their guidance, can accomplish the miracle of helping boys and girls in their classes develop well in all the directions just enumerated. Teachers should, however, realize more and more that if the products of our schools are to become successful in life, they must become more proficient along the lines just listed. Teachers often have the opportunity of encouraging some of their students to make decisions and accept responsibilities. The teacher frequently in her private talks with pupils can help them bring their fears out into the open and help them find a solution for the difficulties they are in. A little coaching is all some boys and girls need to help them get along better and make friends with others of their own age.

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Frequently, boys and girls have a decided feeling of insecurity in their home-setting. There is often a lack of parental love. The problem of broken homes and the handicap of some physical disability occur all too frequently. The understanding teacher can often help an insecure youngster by helping him develop a sense of personal worth and self-respect, a feeling of security and of belonging, through the personal interest and affection she is able to give that child who so badly needs sympathetic understanding.

Teachers can often encourage some of their students in developing skills which give these pupils personal satisfactions and perhaps help them later in their life work. A cheerful school room, free from tensions, has an excellent affect on children from unhappy, drab homes. This cheerful atmosphere helps give them an eagerness to learn to live with others. Teachers help prepare children for life by encouraging them to accept occasionally unpleasant experiences as a necessary part of living. Through classroom discussions children gradually learn to respect the opinions and rights of others.

The following suggestions are recommended as procedures, some of which the teacher might try out in the case of some child in her class presenting a behavior problem. Because of the great difference in the family and environmental pressures each individual child is subjected to, it is of course impossible—without studying the individual problem carefully—to recommend which of the procedures should be used. It is doubted, however, if any of the procedures suggested would be harmful to a child.

General Suggestions

- Study child's problem to endeavor to understand his motivations and the family and environmental pressures leading to his behavior problem.
- Study child to determine what strengths, (academic, musical, athletic, hobby interest, social accomplishments) if any, he has.
- Give child an opportunity to demonstrate these skills before class, and praise him publicly for his efforts.
- Do not shame or ridicule child before class. Do not let him know you pity him. Do not compare him unfavorably with another pupil or member of his family.

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- When child enters your class for first time, do not let him know that you have heard of his past unfavorable reputation.
 - Let the child know you hold no grudge against him because of his unfortunate behavior.
 - Endeavor to find ways to transfer the child's misdirected energies into constructive channels.
 - Give the child special assignments and responsibilities to show you have confidence in him.
 - Praise him before the class for his success or for any constructive effort.
 - Work out class projects where the problem youngster can spend more time working with a group and less time alone.
 - Endeavor to ignore, as much as practicable, actions planned to focus attention of class on the individual.
 - Try to persuade the youngster presenting personality problems to join a boys' club, Boy Scouts, Girl Scouts, etc.
 - Try to develop a classroom spirit of tolerance and co-operation so that your pupils desire to help other children presenting behavior problems rather than shunning or ridiculing them.
 - By your personal interest, sympathetic understanding, and, if possible, your affection, try to give the problem child a feeling of personal worth, a feeling of security, a feeling of self-respect.
 - By demonstrating your sincere interest in the youngster, endeavor to bring him to the point where he desires to unburden his troubles to you.
 - If you feel it is necessary, try to obtain medical or psychiatric advice for those children presenting serious emotional or personality problems.
- Do not expect that you can change the behavior pattern of a problem child overnight. He probably has been practicing his present personality habits for years and has become expert in them. Adolescents are difficult to deal with for they are neither children nor grownups but adults in the making; and much of their awkwardness, impudence, wildness, cockiness, inconsistency, and moodiness is a part of the growing-up process.

Our schools trained 1,875,000 young men who—according to emotional maturity, nervous, and mental health standards

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—were turned down by draft boards as unfit for military or naval service during the late war. In addition the Army and Navy had to discharge 550,000 officers and men who could not “take it”—most of whom were emotionally immature. These deplorable statistics should be a challenge to those of us in the educational field. We must, if we are to make a success of our educational work, devote more serious and understanding attention to this problem of helping our young people strive for emotional maturity. In this way we may curtail the number and the severity of the behavior problems of children.

H. EDMUND BULLIS.

WHY DAYDREAM?

LESSON PLAN 23

Introductory Remarks by Teacher

Every one of us has something unpleasant or disagreeable to do almost every day. Some boys and girls, and even adults, try to evade or postpone facing up to these duties. In our lessons on human relations we have stressed the fact that not facing up to our problems is a bad habit to get into. Who of you can prove this by relating a personal experience? Have you ever postponed some duty—such as homework—and found it was not a good idea?

In our lessons on emotional conflicts we said daydreaming helped us to relax and rest. However, if we daydream when we have important work to do, it becomes a dangerous habit. How many of you have trouble in concentrating when studying your lessons? Why do you think you have trouble?

One of the most common ways of trying to evade our unpleasant problems is to daydream. One girl said she daydreamed while she had to take care of her baby brother; she did not like that duty. Who can tell us just what daydreaming is? (Dreaming with eyes open, mental pictures, etc.) Many of you have said you occasionally daydream. Will you raise your hands again—those of you who know you daydream at some time or other? I shall have to raise my hand, too, because most of us daydream.

We all "build castles in the air". This practice can be helpful if our daydreams help us set goals for which we strive and give us ideas which spur us on. It can be harmful only when we believe our dreams or dream so much that we don't face life openly and squarely. Today let us discuss the daydreaming problems of two girls and one boy of junior-high school age, and see if we can learn anything from our discussion which may help us personally.

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DAYDREAM No. 1

Peggy was well-liked by the boys and girls in her class. Many times she seemed to forget she was in school, and was so absorbed in something far away that the teacher would notice it. One day her teacher said, "Peggy, what are you daydreaming about?"

Peggy, who was always startled when spoken to in this way, said, "I am trying to work out in my mind an idea for a new dress to be made from some pretty material Mother brought home from the city yesterday." Ever since Peggy had been a little girl, she had made suggestions to her mother as to how she would like her clothes made.

On another occasion Peggy replied that she was thinking as to how the classroom could be made more attractive. When the teacher asked her to explain more in detail, Peggy made several practical suggestions that afterwards were put into effect, with the result that the classroom was made much more pleasant.

Discussion

What lines of work might Peggy be successful in when she completed her education? (Costume designing, interior decorating, etc.)

Can you think of any other lines of work, where a certain amount of daydreaming of ideas and things of beauty, followed by real efforts to make the dreams come true might be helpful? (Music composers, artists, writers, architects, etc.)

Do any of you know of any daydreams that later were put into real living? (Many inventions, discoveries, voyages, etc. began as a daydream.)

Do you think Peggy's daydreaming interfered with her studies? Why or why not?

Two junior-high school boys had a dream of having their own store and they talked about it quite a bit. Finally, they obtained enough wood from an old abandoned shack to build a little road stand for themselves and they sold home-made ice cream and lemonade. They had the real pleasure of making one of their dreams come true.

Has anyone in this class had a daydream that has in-

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spired you to do something worthwhile? Will you tell us about it?

DAYDREAM No. 2

Ned had just told the members of the Human Relations Class, "Superman is the bunk! He can't fly through the air nor swim across the Atlantic. Any kid who believes in Superman is silly!"

Frank, one of the smallest and generally the shyest boy in the class, excitedly replied to Ned, saying, "That's not so! Superman is a real friend to me. I forget how lonely I am when I read about Superman. I often am very happy when I feel I am with him in his exciting adventures."

No one in the class disliked Frank. On the other hand, he had very few friends. Frequently when the teacher called upon him to recite, he had to ask her to repeat the question as he was often daydreaming—perhaps of Superman and his great deeds.

Discussion

How many of you have trouble in concentrating when you are reading comic books? Can any one of you prove you were really concentrating on the comic book? Why is concentrating on reading a comic book generally so easy? How can reading the comics be compared to daydreaming? (Both are easy ways to escape life's problems, etc.)

How can reading a very interesting book be compared to daydreaming? (Both provide pleasure, excitement, adventure, etc.)

What are some of the reasons that might have caused Frank to daydream about Superman? (Lack of friends, feeling lonely, believing he was unliked or unwanted.)

All of us have daydreamed that we were a hero on the school team, or a hero in battle, or a great musician, or a successful actress. Who wants to tell about your latest daydream? Why do you suppose you daydreamed in this way?

How may continued practice in daydreaming affect your school work? Yes, as we have said before, daydreaming may be our way to avoid doing some difficult task and if it interferes with our facing life, it has become a real problem.

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DAYDREAM No. 3

Louise was a new girl in the class. She had recently come to live with her aunt after her mother had died. It had been difficult for Louise to make friends in the class as she was naturally very sad because of the loss of her mother. Apparently she was not content with her new home, since her aunt was poor and lived in an unpretentious and unattractive house.

Louise often seemed far away when she was in class. When asked one day by the teacher as to what she was daydreaming about, she told of how beautiful her room was at her aunt's house. It had just been redecorated and there was a fine new rug on the floor and attractive new furniture.

Several days later the teacher met Louise's aunt on the street. The teacher told the aunt how pleased she was to learn from Louise that she had such a beautiful room with a new rug and furniture. On hearing this, the aunt was much upset and said, "Unfortunately, I have not been able to buy anything pretty at all for Louise's room. I am trying hard to take her mother's place but am not succeeding as I feel that most of the time Louise is far away, lost in her dreams. I am worried and don't know what to do about Louise."

Discussion

What do you think was the reason for Louise's daydreaming as she did? (Loss of her mother, sadness, lack of security in her aunt's home.)

What could members of the class have done to help Louise? ("Pal" around with her, have surprise party, etc.)

What might she have done herself? (Joined Home Economics Club and learned how to make curtains, etc. for her room.)

Do you think her aunt was to blame in this case?

Has anyone in this class daydreamed to escape sadness and unhappiness—perhaps at the death of a beloved pet? Will you tell us about it?

How many of you remember any of your very sad dreams? Will you tell us about them?

What are some of the things we can do to take the place of daydreaming? (Action in sports, dancing, puzzles and

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games, work, hobbies, etc. and making ourselves concentrate on the job at hand.)

Conclusion

Boys and girls who daydream too much have not as yet developed definite interests which keep them busily occupied. Many children unconsciously daydream to shut out or escape from a world where they are uncomfortable or unhappy and to enter a daydream-world where they can be temporarily happy.

By daydreaming we can sometimes soften our disappointments. A certain amount of daydreaming may help rest us when we are weary. A little daydreaming is not harmful if it helps us plan and helps us strive to accomplish something worthwhile. Generally, however, daydreaming is an inadequate substitute for solving our problems. We must not allow ourselves to get into the constant habit of daydreaming as a means of escape from unpleasant situations. We evade our problems because we are afraid of failure. Remember daydreaming can inspire accomplishment but cannot substitute for it successfully.

Suggested Timing

The handing out and collecting of papers and the writing of comments will take about five minutes. The three stimulus stories will take about five minutes so that the rest of the time is for discussion.

Caution to Teacher

Be careful to listen to each child's contribution and tie it in with the discussion. There is nothing more discouraging than to tell something to a teacher who does not even listen or makes no comment as you sit down.

SHYNESS VS. SELF-CONFIDENCE (Debate)

LESSON PLAN 24

Note to Teacher

This lesson plan should be read by teacher two weeks ahead of schedule because it requires special organization on the part of the teacher and class if it is to be presented successfully. At the beginning of Lesson Plan 22 the teacher will say—

Before we start our discussion for today, we must plan for a different kind of lesson which we shall have in two weeks. It will be a debate and you students will be in charge. The question to be debated is—

RESOLVED: It is better to be shy than to be too self-confident.

We shall have to select three speakers for the affirmative (yes side) and three for the negative (no side). The people on these teams will have to work together in preparing their arguments. There are three ways we may select them. We can elect a captain of each team and have him select his two teammates, or we can have volunteers for each side, or we can elect the captains and teams ourselves. Which method do you prefer?

After the teams have been chosen, a student should be selected to act as chairman of the debate to introduce each speaker and to arrange the chairs, etc. in front of the room, and see that arrangements are completed. One person on each team should be selected or elected as captain or chairman. It is his duty to see that his team meets together to plan their arguments, to divide up the work of preparation, and to talk together about where to find information. He should copy the following for each member—or have each one copy it himself.

1. Look up all possible definitions of shyness and self-confidence.
2. Ask your parents their opinion.
3. See what school doctor, nurse, or librarian, principal, or superintendent has to say.

SHYNESS VS. SELF-CONFIDENCE (Debate)

4. Ask your teachers or even students for their opinions and ideas.
5. It is good to be able to quote from outstanding leaders.
6. Look up material in encyclopedia or other reference books.
7. Try to back up your arguments with real examples of people.

Each team-member may speak for three to five minutes. After all the speakers are heard, each captain may speak again in a brief rebuttal of any arguments he wishes to answer which have been brought up. He also then concludes the case for his side.

The final duty of the general chairman is to call for a class vote to decide the winning team.

The teacher may take over for whatever time is left after the debate. The audience may express any thoughts they have had.

Such questions as the following may be used:

1. Suppose the principal asks for two students to help him receive and welcome an honored guest to the school and to bring him to the auditorium and up on the stage. What type of student would be best? Why?
2. What type of person would be best for a court-room lawyer—shy or over self-confident? Why?
How about a salesman?
What type of person would be best for a research lawyer or chemist?
3. What might cause a very shy person to become suddenly self-confident? (Emergency)
6. For real friendship what kind of a pal would you prefer? Why?
7. How might a shy person influence an over-self-confident person?
8. How might an over-self-confident friend help a shy person?
9. Have you ever been too self-confident and, as a result, found yourself in trouble?

Conclusion

Today we found out that both the shy person and the self-confident person have qualities which are very excellent for different things. Most of us are shy at times about things—

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and perhaps too self-confident at times about other matters. The only thing we can try to do is to see that we are not so shy that it interferes with our own happiness—or so self-confident that we annoy others. Neither extreme is an especially happy one—most of us have a combination of both sides. A balanced shyness and confidence can make a normal and satisfied person. We need both qualities in the world today.

Suggested Timing

The debate will take from 20 to 40 minutes, class papers and comments about 4 minutes; remaining time is for general discussion and conclusion by teacher.

Caution to Teacher

The students will need your supervision to begin planning their speeches for the debate, and they will appreciate your guiding hand.

HOW HABITS RULE US

LESSON PLAN 25

Introductory Remarks by Teacher

I am going to take a piece of paper and fold it and crease the fold. Now as I hold it open, all of you can see how this folding has marked the paper. This line can never be absolutely erased and as often as I recrease the paper, the more noticeable the line becomes. Our habits may be likened to this. When a child has mastered the art of walking, he continues to walk without considering each individual step. He has acquired the habit of walking by continued practice, just as the line is deepened by my continually creasing the paper. This is the way we acquire all of our habits—by practice.

Even animals form habits as all of you with pets well know. One boy, Walter, had trained his young English setter to jump up on the right-front fender of the family car by rewarding him with a small piece of meat every time he jumped and stayed there during the trip downtown and back. Every time Walter went out to the car, the setter jumped on the fender even when there was no meat for a reward. Why did the dog continue to ride on the fender? (He expected meat for a reward; because of continued practice he had formed this habit.)

Our emotional habits are formed in the same way. For example, a teacher kept Aaron after school one afternoon when an important school football game was scheduled, and made him study history for two hours. Four years later Aaron still hated history. Why did he? (He still associated history with his punishment—he had constantly practiced hating history until it had become a habit.)

Habits result from constant repetition. I wonder if you can think of any skill we have practiced so much that it is now a habit—that is, we can do it without thought. (Walking, writing, riding a bicycle, roller skating, etc.) All of these are good habits. Can you think of any habits you have which are not good? (Biting nails, oversleeping, teasing others, etc.)

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As we have said before, it takes repetition to establish any habit—good or bad. Now it is not considered a good habit to read other people's mail or diaries, but today let us read and discuss a few notes from the diaries of Janet and Doris, two attractive thirteen-year old girls who have just moved to the community and have started school in the same class. (Select two students to read the diary notes—first hear one of Janet's notes, then the corresponding date on the opposite side. The teacher may read the dates.)

JANET'S DIARY NOTES

DORIS'S DIARY NOTES

Tuesday, September 8

School is swell. Gertrude and Rose Marie walked home with me after school. I thanked the teacher for the fine welcome I received in my new class.

Donald, a cute boy, spoke to me. Don't like school or the teacher.

Wednesday, September 9

Know nine girls by their names. Volunteered to serve as traffic officer. Played basketball after school and stopped off with the gang at Mary's house.

The girls are not as smartly dressed as the ones back home. Teacher changed my seat because Donald and I talk too much.

Thursday, September 10

Teacher called on me to tell class about my old hometown. Class seemed interested. Two boys carried my books home tonight. Did not hurt any of the other girls' feelings as these boys do not have any special girls.

Was very mad at school this noon. Had an argument and almost a fight with a girl who said I was stuck-up. She talked with an accent. There are too many foreigners in my class.

Friday, September 11

A new girl started in school today. I welcomed her and introduced her to all the girls and did not forget one of their names. Had "Super" time at Ann's birthday party this evening. Became acquainted with some boys in class who are swell.

Was not invited to Ann's birthday party; am glad for I would have been bored. Ann is not pretty. Wish we had not moved here.

Saturday, September 12

Went to movies this afternoon with the girls. It is interesting to get acquainted with girls who have foreign names and who can speak other languages. Sorry I can speak only English. Wish I could give one of my dresses to Angela; am afraid her family is very poor.

Went to movies with Mother. Bum show. Listened to radio all evening. If I were back home, I would have had a date. Boys in this town are stupid.

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Sunday, September 13

Frances took me to her Sunday School and to her home for a wonderful chicken dinner. Her family is very hospitable. Went for a walk in the afternoon with four other girls.

This sure is a slow town. Nothing happens here. Even the movies are closed on Sundays.

Monday, September 14

Stayed home from school as I am coming down with a cold. After school three of the girls came to visit me and brought flowers. Love this town and the people in it!

Donald walked home with me. He is too bashful. This sure is a "hick" town. There is not one girl in my class that I like.

Discussion

In our discussion perhaps we can find out why two attractive girls coming to a new town formed such different opinions of the community, of the school, and of the teacher. Let us list on the blackboard some of the personality traits of both Janet and Doris. In giving the personality trait, mention what diary note illustrates that trait. (Among the traits which are brought out should be the following, and as they are mentioned, list them under each girl's name. The student readers may also write on the board the traits as they are brought out.)

JANET

Appreciative and courteous
(Thanked teacher).
Immediately strived to get acquainted with girls in class.
Friendly.
Paid little attention to boys. (How did this affect her standing with other girls?)
Took part in school games.
Volunteered for school activities.
Learned and remembered girls' names.
Went around with group instead of with individual girls.
Tactful. Unselfish.
Spoke interestingly in class of her old hometown.
Considerate of new pupil—introduced her.
Tolerant; sympathetic with poor girl.
Showed she liked new school, friends, and community.

DORIS

Lost temper. Complaining disposition.
Interested more in boy-friends than in getting acquainted with girls. Unfriendly.
Took little interest in school activities.
Selfish.
Conceited.
Untactful — talked about how much better her old town was.
Jealous.
Intolerant.
Showed she did not like school, community, or people.

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Suggested Questions

Do you think the personalities of these two girls changed when they came to the new town? (No, they had not been there long enough.)

How long do you think these girls had been practicing their personality traits and made them habits? (Probably since they were small children.)

Who will volunteer to tell of a personality trait which you have practiced so steadily that it has become a habit? Has anyone ever told you about one of your personality habits which he has noticed?

How many of you have ever tried to break a bad habit or tried to change one of your personality traits? Will you tell us about it?

Generally speaking, it is just as easy to form good habits as it is to form bad ones. However, most of us believe that it is much easier to form good habits than to break bad habits.

Conclusion

Healthy habits of feeling and thinking are as important as healthy habits of eating and sleeping. If we continually practice worrying, criticizing others, feeling inferior, or being intolerant, we eventually become expert in these personality traits because these unfortunate personality habits become automatic.

I would like to suggest that you play an interesting game with yourselves by making a list of your personality habits. After the list is made, decide which, in your opinion, are helpful and which are harmful. Then try to develop the will-power to change those old personality habits which you believe are harmful by practicing at every opportunity some new helpful personality habits.

Making this list will be good experience for you because in a few lessons we are going to try to help each member of the class obtain a rating score of his own personality traits.

Suggested Timing

The introduction and reading of the diary notes will take approximately ten minutes. The handing out and collecting

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of papers and writing of comments will take about four minutes. The remaining time is for the discussion.

Caution to Teacher

Try to have the children participate in these lessons as much as possible in other ways than by talking—that is, let them do the blackboard work, or reading, or handing out of papers, etc.

ESTABLISHING WORTHWHILE GOALS

LESSON PLAN 26

(Note to Teacher: At the beginning of this lesson the Social Acceptability Record [Lesson Plan 4] should be given again. The results may show some interesting changes when they are compared. It will also help you better evaluate this course.)

Introductory Remarks by Teacher

In a football game the team has set up a goal for itself—generally to make as many touchdowns as possible. When the team members achieve their goal, they are happy and satisfied. All of us set little goals for ourselves when we decide to try to make the team, to sew a dress, to bake a cake, or to pass in school. When we, too, achieve our goals, we are very happy and satisfied. All of us, whether we realize it or not, are striving constantly toward goals or ideals which we ourselves or someone else has set for us.

Let us consider the case of one boy called Sam. Sam decided he wanted to be an expert short-stop, and he practiced almost every day so he could help his school team win the pennant. Do you believe that Sam's schoolmates were interested in his goal? Why? (They would all benefit through his success.)

Another boy, Jake, played the saxophone rather well. He decided he wanted to play this instrument in a well-known band. He kept the neighbors awake at night by his continued practice. He refused to play with the high-school band as he felt the other boys and girls in the band were too amateurish. He played a solo occasionally on the school assembly program just to show the other students how good he was. Although Jake had set for himself a worthwhile goal, in what

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way was it different from Sam's goal? (Selfish) How do you think his classmates felt towards Jake?

It is good to remember that if we seek only selfish individual goals, our success in reaching them will not make us completely happy, for we will be putting self-interest before team interest or interest in others.

Today we shall discuss two short stories having to do with the goals of a high school girl and of two junior-high school boys. Let us hear the girl's story first. (Student readers may again be selected by the teacher.)

Gertrude's Goals

Gertrude had decided artistic talent and whatever she undertook in or out of school seemed easy for her. In the summer following her junior-high school year, she became very enthusiastic about painting in oils. She studied under an excellent teacher who predicted she would make a name for herself as an artist. She and her parents spent considerable time and effort in deciding whether she should go to a Chicago art school or one in New York to continue her art study after graduation from high school.

Just before Christmas during the same year, one of her boyfriends told her that her voice reminded him of a famous radio singing star. Gertrude was much flattered and started to practice singing regularly, and gave up her art work in which she had been making such splendid progress. By this change in her goal, she greatly upset her parents and lost most of her friends who were interested in her painting. She gave so much time to her singing during her last term in high school that she had considerable difficulty in passing her final examinations.

Shortly after graduating she met a number of young people who belonged to a summer stock or dramatic company. She was much intrigued by them; and in order to take a small understudy part in the summer stock company, she impulsively gave up her singing in spite of the fact that her parents had by then invested considerable money in her training.

Even though she had natural talents for creative work, Gertrude was not happy. She changed her goals so frequently, she accomplished little. She always felt certain that her current interest was going to develop into her life's work. Her

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frequent change of goals and her lack of self-discipline made Gertrude a most discontented person.

Discussion

Here we have the story of a girl who had a definite talent but who never achieved any of the goals she set for herself. Why wasn't Gertrude able to meet her goals? Yes, she constantly changed her mind about what she wanted to do. Why did she change her goals so often?

Have any of you ever decided to do one thing and then changed your goal? Will you tell us why you changed?

What might be some good reasons for changing our goals? (Death or change in family circumstances, poor health or physical handicap, etc.)

We seldom attain a worthwhile goal without perseverance, without some hard and uninteresting work. The necessary drill or practice may seem too much for us. Have you ever felt discouraged when you were working hard to reach a certain goal? Will you tell us about it?

Let us consider the other side of this question. Suppose our goals are easily accomplished. How are we affected when our goals are too easy—when we can do them without too much effort? (Lose interest, don't try very hard, might become a braggart, etc.)

We should learn during our school days not to start too many things we can't finish, and we should really try to complete the tasks we undertake. Every time we shift to another goal before reaching the one we were striving for, we become more expert in evading important responsibilities of life.

Ted's and Al's Goals

Ted and Al, junior-high school boys, spent last summer at a camp on a small lake in Maine. Both boys had learned to swim quite well in salt water. This, however, was their first experience swimming in a fresh-water lake. On the first day of camp Ted said, "I am going to swim across this lake before I leave camp this summer."

Al, who was not so confident said, "I am going to try to swim along the shore for five minutes without touching bottom by the end of the first week. Then each week I am here I shall try to lengthen this period by five minutes."

ESTABLISHING WORTHWHILE GOALS

Ted boldly started out the second day to swim across the lake followed by one of his pals in a row boat. He was about one-quarter across the lake when he lost his wind and had to be helped into the boat. He tried to swim across the lake several times during that first week. Each time he tried, his wind improved so that by the end of the week he could swim more than half-way across the lake. On Wednesday of the second week he could not get anyone to row the boat after him. He was feeling rather cocky and started to swim across the lake alone. Before he was one-third of the way across, he lost his confidence, became panicky and called as loudly as he could for help. Fortunately, the swimming counselor, who had been to town to get the mail, returned to camp just as Ted started to yell. The counselor, using the row boat, reached Ted in a very short time and rescued him. Ted did not attempt to swim across the lake again.

In the meantime Al was practicing his swimming every day, staying close to the shore. Before the end of the first week, he had reached his first goal, staying afloat without touching bottom for five minutes. This success gave him considerable satisfaction and confidence. He continued his daily practice attaining each successive goal before the time he had set for it. During the sixth week as a result of his hard practice and the confidence he had gained from reaching his goals, Al swam across the lake in thirty-two minutes followed by the counselor in a row boat.

Discussion

Why did Ted give up his goal? Yes, he tried to do something that was too great for his present ability. How many of you have tried to do something that was beyond your capabilities? What happened? Will you tell us about it?

Many times we become discouraged when we face a too-difficult goal. We may eventually reach it, as Al did, if we change it so as to have a series of progressive, smaller goals. Each goal we reach gives us confidence and spurs us on to try for the next goal. Have any of you ever tried some plan similar to Al's? Will you tell us about it?

Isn't that what we are really doing in school? Our goal is one grade at a time. Our success in 6th grade makes us more enthusiastic to succeed in the 7th grade—and our 7th grade success spurs us on to the 8th grade.

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What little goals do we accomplish in school which eventually lead us to larger accomplishments—or, in other words, follow Al's plan of achievement? (Shop, Home-Economics, English, etc.) Can you think of any other activities in which we follow this same plan of achieving smaller goals first and then the greater ones? (Scouts, sports, music, etc.)

Some of you boys and girls take twice as long to prepare your home work as some of your friends do in completing the same work. Why do you think it takes you twice as long? (Waste time, weak in fundamentals, less intelligent, etc.) What must you do to overcome this handicap? (Pay closer attention while in class; learn to concentrate; improve your work habits, etc.) Should the fact that it takes you longer to get your work done be used as an excuse for not completing the assignment?

Conclusion

We all have a certain limit to our ability which is determined by our intelligence, our physical coordination, and other factors. Some boys would like to play on the football team but they may be too small or just do not have the physical endurance to stand the game. Some girls earnestly desire to become fine singers but are unable to carry even a tune. Our desires and ambitions may easily outrun our abilities. It is difficult for any of us to admit there are things we just cannot do, things we cannot learn. Sometimes we are discouraged because we are unable to do things our parents expect of us. Many times as we read a "Class Prophecy," we laugh aloud at the ridiculous goals which someone has seen ahead for us. However, many times the goals we set for ourselves are just as silly.

To compensate for our lack of ability in a certain direction, we are generally given strengths in another direction. We should set our goals high in the fields in which we are strong, but should sometimes lower our goals a bit in those fields in which we are not naturally endowed. Much of our happiness in life will be obtained by achieving the goals we set for ourselves. Let us be sure these goals are in line with our abilities and our opportunities.

ESTABLISHING WORTHWHILE GOALS

Suggested Timing

The Social Acceptability Record (Chapter VI) will take about 10 to 12 minutes to administer. The two stories will take about 5 minutes, as will the passing out and collecting of the papers and the writing of comments. The rest of the time is for discussion.

Caution to Teacher

When a student has volunteered a solution or told of a plan he has followed, let the group as a whole comment on it as well as you yourself by asking questions similar to:

"Do you think this a good plan?"

OR

"Does anyone disagree with Joe's idea of a solution?"

KNOWING OURSELVES

LESSON PLAN 27

Notes to Teacher

Read Lesson 28 before giving this lesson.

Today's lesson has no discussion at all. The suggested "Test" is important only as a device to stimulate the student's thinking along the line of his own personality improvement. It is intended to aid him in obtaining an objective view of himself.

In most cases the self-ratings are higher than even the student-ratings which are generally much more favorable than the true picture. In other words, the percents have no scientific value as measurements; they are of personal value mainly to the students concerned.

Approximately ten minutes are required each time the test is given. Therefore, the teacher will have to make each minute count if she is to conduct the "Test" three times as suggested in the plan.

Introduction by Teacher

What kind of person are you? If you can answer this question about yourself, you will have one of the keys to successful living. Years ago a great man said that one of the most important things in life was for the individual to understand himself. How many of you think you do understand yourself? You can see that if you do understand yourself, you are much more likely to know the kind of work that will hold your interest and will bring you really worthwhile satisfactions.

Let us see today if each of you can obtain a little help in this difficult job of knowing yourself—of checking on your strong and weak points. In taking stock of ourselves we can't

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place the real articles on the counter and then count up what is at hand and what must be ordered, but we can ask ourselves certain questions and we can answer them honestly. By doing this we can see what is satisfactory in our behavior and what is unsatisfactory and thus obtain a basis for planning changes towards improvement.

How many of you think others understand you? Today you may find the answer to that question, too.

TAKING STOCK OF OUR PERSONALITY TRAITS

General Directions

Each child should be given four strips of paper—each strip should be one-quarter of a regular sized sheet. One sheet of paper may be handed out and divided into four strips by the children themselves. He will take *three* of them and number down 1-15. Let him write his name at the top of each strip. He will take one of the strips, and after the teacher has read the "Test statements" twice, the student will write a YES or NO for his answers to the statements about himself. If he is not absolutely certain about the statement, he should write NO. Any answer other than YES or NO will be counted as NO.

When the self-rating has been completed, he will put the paper aside (blank side up) and will take a second paper. He will hand this paper to the student who sits in front of him. After each question has been read twice, he will answer YES or NO as he believes it to be true about the person whose paper he has received. He will have to answer it as well as he can about that student. When it is finished, he will hand the paper back to the student whom he has rated.

The third paper will then be used in this same procedure—but will be given to the student who sits in back of him. The first and last row students will have to vary these instructions. When the class is doing the student in front of each, the first row will do the students in their same aisle but in the last row. The last row will vary the procedure when they have to rate the person in back by taking the front row people in their same aisle.

When the exercise is finished, each student will have three ratings of himself—his own and two others. He can get a more complete picture now by adding the *YES* answers on each paper. He can arrive at an average score for himself

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by adding the three scores, and then dividing the total by 3 to find his average score for the three papers. Now, he may refer to the following table which the teacher may copy on the board for his rating. The teacher should not reveal the rating table until after the average score has been figured.

RATING TABLE

<i>Average Score</i>	<i>Personality Rating</i>
13 - 15	Excellent
10 - 12	Very good
7 - 9	Good
4 - 6	Fair
0 - 3	Poor

Each student will now take the fourth piece of paper and write his name at the top. Then he will number down 1-4.

After 1—he will write the score on his self-rating.

After 2—and 3—he will write the scores his classmates gave him.

After 4—he will write his average score.

The fourth paper may be collected by the teacher if she desires.

TAKING STOCK OF OUR PERSONALITY TRAITS

(In the second and third reading it will be necessary to substitute "he or she" instead of "I", and the students will have to judge each other as well as they can on the actions of that person.)

1. I have at least one person I regard as a real *friend*.
(he or she has) (he or she regards)
2. I generally make plans to *finish required work* before
(he or she)
starting to play or engage in other enjoyment.
3. I try to be *friendly* and can talk easily to others most of the time.
4. I can generally *control* myself and not "make a scene" when I don't have my own way or when I have lost out.
5. Even when the *joke* is on me, I can *enjoy* it.

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6. I believe in *keeping promises* even if I dislike what I have to do.
7. I try to obey all laws or persons in *authority* even if I don't agree with them.
8. I like to *plan* and *work* in *groups*.
9. I have a definite *interest* or *hobby* in something besides my school work—such as sports, school-paper, band, etc.
10. I have a job after school or I have a definite *home responsibility* which I can be depended upon to take care of.
11. I *never try* to find ways to get out of doing any of my *unpleasant duties*. (This may be a little confusing! The students will answer YES if they never try—and NO if they do try.)
12. I always try to *praise others* when they deserve it.
13. I do not have my feelings hurt by people very often.
(Here again a negative statement. Answer YES if you *do not* have your feelings hurt—and NO if you do.)
14. I like every one of the boys and girls in my class.
15. I try to keep as calm as possible even in times of great excitement.

Conclusion

We may not like or agree with our ratings, but we can attempt to face up to the facts. The more we try to improve ourselves, the better chance we have of adding to our YES answers. No matter what your score, keep thinking well of yourself and you will have the confidence you need to change and the interest to work out and practice a plan that will improve your rating.

Suggested Timing

The planning for Lesson 28 will require about five minutes. The rest of the period is for the suggested test. Each time the test is conducted, approximately ten minutes are needed. The distribution and preparation of the test papers, and the figuring of the scores may be done in from five to

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eight minutes. The introduction and conclusion will only take about two or three minutes.

Caution to Teacher

You may collect the test and the final score papers for your own interest. It might be advisable to note on the test papers any student who has answered NO to the first statement concerning friends. Generally he has one of the low scores in the group. You may hand back any of the papers to the students if you so desire.

IMPORTANCE OF HOBBIES

LESSON PLAN 28

(*Note to Teacher:* This lesson plan—Panel Discussion—is included one week ahead of schedule because—like the debate—it needs extra preparation for successful presentation. At the beginning of Lesson 27, the teacher will say:

Before we start the discussion of today's lesson, we again have to make special arrangements for another student-planned lesson. You all seemed to enjoy the debate, so we are going to have a panel discussion on "The Importance of Hobbies". Who can define the word hobby? (Write HOBBY on the blackboard.) A hobby may be any special activity in which you have an *absorbing interest*. It provides you with real personal *enjoyment*. Suppose cooking were your hobby. You would want to spend every free minute in the kitchen; you would want to know just what made up each new dish you tasted; and you would even collect cook-books and recipes from foreign lands.

We shall need to select three students today who have some special interest or hobby on which they can plan a short talk for us for next week's lesson. They can illustrate their talk by bringing in their hobbies—or by making their talk interesting in any way they desire.

First let us see how many of you would be willing to volunteer to tell us about your special hobbies or interests. (If more than three volunteer, you will have to make a selection according to the interests of your group. List the hobbies and let the class make a final selection. Two may speak on one hobby—if you think it worthwhile—but a wiser selection would be of varied hobbies and with both boys and girls represented.) If there are not enough real hobbies, you may find someone who would like to look up information about a hobby he thinks he would like for himself.

After the three panel speakers have been chosen, the class

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should select one student chairman whose job it will be to introduce each speaker, to see that they are ready to speak and to make the meeting more interesting in any way he can think of. For example, he might arrange an exhibition of as many of the class hobbies as possible during the week of the lesson or just on the day of the lesson. He can also see that chairs are arranged up in front for the speakers and decide in what order they shall speak.

Each panel speaker should copy the following points to be covered in his talk. He may use notes, pictures, etc.

1. Name of hobby. Complete description of it.
2. Why he selected it. How many others have it as a hobby.
3. The special ability, materials, space, etc. it requires.
4. The money and time he devotes to it.
5. The value he believes he receives from it.
6. Any other related material which he believes may interest the group.
7. Statements from others he has talked to about his hobby.
8. Famous people who have had the same interest.
9. Any physical danger connected with it.
10. Any general welfare value for others it may have.

Introduction by Teacher

After the panel speakers have been heard, the teacher will take over the lesson and after congratulating the participants, she may continue by reading the following notes.

Many people unfortunately believe that you have to work to be a success and that if you are successful in your work, you are happy. This is not necessarily true as you all know there is no *one* activity which will bring happiness—it is a result of living wisely.

We must find a balance between work and play. Play, or a hobby, can keep alive our spirit of adventure and our sense of humor and make our life a richer and more interesting one. Work and play are much like a well-planned diet—we should

IMPORTANCE OF HOBBIES (Panel Discussion)

have enough of each to provide just the right balance. Some people think they can work for a long time and then play for a long time. This is not right—just as you wouldn't plan to eat only ice cream for one full week and then change to eating only meat the next week.

Winston Churchill is a fine example of one who keeps tremendously busy as a statesman and yet has many other balancing interests such as brick-laying and oil-painting. Andrew Mellon's great collection of masterpieces which he presented to the people of the United States may be enjoyed by all who visit or live in Washington. Other great hobbies have also furnished pleasure and inspiration to thousands of people. The late President Roosevelt was a well-known philatelist (stamp collector).

Most people who have absorbing hobbies started in on them when they were very young. A man once said, "Tell me how a boy spends his free time and I shall tell you what sort of a man he will become." We should all try to have one definite interest whether it is in crafts, art, music, dramatics, or domestic science—games or sports—camping, canoe trips, photography, hiking, gardening, puppet shows, discussion or debating groups.

There are hundreds of possible hobbies from which you can select your own special one. Generally, the ones that require the least time to prepare, and the least money and equipment are the most successful. To be considered a hobby, it must answer one purpose mainly and that is *enjoyment*. You do it because you want to. Sometimes it is termed an *avocation* (write on board)—*the opposite of a vocation or life's work*.

Besides the skill and knowledge and satisfaction you yourself get from following a worthwhile hobby, you become more interesting to other people. *Can anyone figure out why this is true?* (More things to talk about; really interested in ideas of other people; more things to show friends; not easily bored, etc.)

Some hobbies seem foolish to other people. Darwin, the great scientist, as a boy collected bugs and beetles. Now, this might seem a foolish and even smelly hobby to many of us—but it provided him with real enjoyment. You must follow your natural interest if your hobby is to mean something to you.

Some hobbies may seem like work to you—but they are really half-way between just play and work. They must have

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the spirit you have in playing to be considered a hobby—it's like working for fun. If this spirit of play is missing, it is not a hobby.

If you don't have a hobby, try to decide on one now. Pick one of the following fields according to your own interests. Don't be afraid to ask for advice or instruction if you think you need it.

1. *Doing things*—Games, sports, singing, fishing, sailing, etc.
2. *Making things*—Arts or crafts.
3. *Acquiring things*—Collecting.
4. *Learning things*—Studying something that is not a required subject.

We all have leisure time and what we do with it is our own business. If we want to do nothing—that is up to us to decide. By doing nothing, however, we can miss a great deal of satisfaction, fun, and recognition that are gained when we have a successful hobby. What inner human drive is strengthened greatly by outstanding success in some hobby? Can you tell why you think so, or show ways in which a successful hobby would strengthen this drive? (*Recognition*—Praise for our work, publicity, prizes, interest of others shown by admiration, asking advice, etc.)

How many of you already do have a hobby?

Let us list as many values as we can that a person may derive through his hobbies other than his personal satisfaction and enjoyment.

Increased knowledge of history and geography—Stamp collecting.

Rest and relaxation—Movies.

Fresh air and exercise—Sailing, Swimming, Etc.

Cultural appreciation—Book Collecting, Art.

Manual skill—Wood Carving, Etc.

Can a person with an interesting hobby ever be really lonely or bored? Why or why not? Although some hobbies seem seasonal, you can enjoy them all year. For example, sailing may become a year-round hobby through the planning of cruises, improving the rigging or equipment, or making models in winter-time. What other limited seasonal activities can really provide fun the whole year round? (Hunting, fishing, collecting etc.)

How do you think the successful pursuit of a hobby will

IMPORTANCE OF HOBBIES (Panel Discussion)

affect a person's work? (Increases efficiency and pleasure in work.) Can you think of any way a successful hobby might cause a person to change from his regular work to a new field?

How do you feel about school work after a summer vacation? Most of you don't really mind at all getting back to your studies then. That's just the effect a hobby can have. You don't mind returning to your regular duties after you have relaxed at a hobby.

How many of you who do not have a hobby are going to try to find one which will satisfy you? I certainly hope you will be successful for I do know it will add much to your everyday happiness.

Suggested Timing

The panel speakers may take about 15 to 20 minutes for their presentations. The passing out and collecting of papers and the writing of comments will take about 4 minutes. The rest of the time is for the teacher to present the material on hobbies.

Caution to Teacher

Today's plan does not allow for very much class or group discussion, but does have the teacher presenting a great deal of valuable information to the students. If any interesting hobbies are brought in for display, it would be advisable to provide time for the class to observe and discuss them.

WHY RELAX?

LESSON PLAN 29

Introductory Remarks by Teacher

In our Human Relations Classes we have often mentioned the times we have felt nervous over something. We have all felt nervous at one time or another. In a previous Human Relations Class lesson we also learned that certain emotions made us very tense. What emotions do you remember as having this effect? (Fear, worry, anger, hate, intolerance, etc.) We know, too, that we show our nervousness in different ways. Let us review some of these ways. How do people act when they are nervous?

People who work with their hands tend to have less inner tension than teachers, professional people, or office workers. Some of us may *seem* calm although we may have painful inner tensions. Others of us do show our nervousness by wriggling, continually talking, walking up and down, biting our fingernails, chewing gum very vigorously, twisting a lock of our hair, or by some other activity.

Have you ever seen an automobile being driven with its headlights turned on in the middle of the day? Probably the battery of that car had become too highly charged by long and continuous driving. The lights were turned on to allow the battery to discharge a bit. Of course, the lights may also have been left on through carelessness!

Nevertheless, most of us from time to time—just like the battery of a car—become overcharged with emotions and we have to find some way to discharge our tensions or in other words to relax. A rest cure is not much help in bringing about relaxation as we generally have too much time to worry about the problems which cause the emotions that make us tense. Nor does it do any good to say, "I must relax". Such an effort generally makes us more tense. To relax we must find ways of discharging our emotional tensions. Discussion of the following incidents may lead us to discover some of the

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ways which will help us to relax when we are too highly charged with emotions.

Before we discuss the first incident, I wish your help in an experiment. Those of you who feel perfectly relaxed, raise your hands. Those of you who feel a bit tense, raise your hands. I would like all members of the class to stretch their arms as far apart as they can—like this—and then yawn, like this . . . Now I would like you to stretch your arms again and get as comfortable as you can in your seat and yawn deeply again . . . Yawn again and then put your head forward resting it on your arms on your desk, and close your eyes for a few moments . . . Now let's yawn and stretch once more. Do any of you, who felt tense before, feel more relaxed as a result of this exercise? Well, I don't want you to be so relaxed that you will fall asleep on me—so let's hear our first discussion incident. (The teacher or a selected student may read the following.)

INCIDENT 1

One morning after a very severe bombing raid in Bristol, England, I stopped to talk to a mother and three children who were gazing at the place where only the day before their home had been. They were not crying but stood there tensely, looking at the ruins of their homes. They were so upset emotionally that they could not seem to answer my questions.

About a hundred yards further on I stopped to talk with another family who had also lost their home. The mother and children of this home were so busy working to try to clean away the rubbish and sort out what materials could be used again for a temporary structure that they seemed to forget their great loss for the moment. They were not tense; they were working hard in an effort to get their home rebuilt, even if it were only a small "lean-to".

Discussion

One of these families was very tense and upset emotionally. The other family seemed to be relaxed and not so upset. Both families had suffered the same loss. How do you account for the difference in their emotional behavior? (One family was working so hard and intently that the mother and three children did not have time to feel sorry for themselves. The

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other family was doing nothing and was becoming more and more emotionally upset.)

Have any of you ever tried working hard when you were all tense and worried about some problem? Will you tell us about it?

Work, or keeping busy and active, kept thousands of wives and mothers from "going to pieces" over their worries while their sons or husbands were overseas. Work is one of the best ways to bring about relaxation and to relieve our tensions. Tiring our "big" muscles by strenuous work is one of the best ways to insure sleep.

INCIDENT 2

Two girl friends suddenly became very angry at each other. They were both tense and about ready to pull each other's hair. Suddenly the postman, who had come up on the porch unheard by them, said, "Wait just a minute, young ladies, until I go home and get you my boxing gloves."

In the midst of their quarrel both girls started to laugh at each other and at themselves. Their tensions were removed and their misunderstanding forgotten.

Discussion

What caused both girls to relax? (The postman surprised them and they thought what he said was funny. They laughed.)

Have any of you had an experience which proved to you that laughter was relaxing? Will you tell us about it?

Why do you like to read comic strips and listen to certain comedians over the radio? (By so doing we are helped to relax and forget our troubles.)

Laughing at other people and their predicaments helps us to relax but laughter at ourselves is even more relaxing—especially at a time when we are feeling tense.

INCIDENT 3

During the early part of the first World War, I was stationed at Fort Morgan, Alabama. I was fortunate in having as my cook one of the most cheerful and happiest individuals I have ever known. All day long this old cook was cheerfully

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singing, and when anyone came near the house, she talked to him continuously. She had to walk a considerable distance to reach my quarters to serve breakfast at six o'clock each morning, and frequently had to stay late at night to take care of unexpected guests. One day I asked her why it was she was always so happy. She replied, "Colonel, when I sits, I sits loose; and when I starts to worry, I falls asleep."

Discussion

Why do you think that this cook, in spite of her advanced age and her hard work and long hours, was so relaxed? What seem to be the only emotions she showed? (Her only emotions seem to be joy and happiness which generally do not cause tenseness.) In what ways did she seem to relieve any tensions she may have had? (If she were a bit irritated, she let off steam by singing and talking.)

Do any of you have trouble in going to sleep when you are worried? Why do you think this is so? (Because you are tense and are continuously thinking about what worries you.)

Can any one of you boys come up here and demonstrate how a person can "sit loose"?

Many of you have brothers and sisters. Have any of you been very angry at some time with your brother or sister because he or she had used, without your permission, a present you had just received? What did you do about it? Have any of you, who have had this experience, acted differently?

Perhaps the most common way of relieving our tensions or relaxing is to "blow off steam" by talking. We may not sound very pleasant when we are "bawling out" someone else. However, I must admit that such action relieves us by getting our troubles out of our system.

INCIDENT 4

Henry's essay on "What Our City Needs" won the trip, offered by the local newspaper, to New York City. His picture had been published on the first page of the paper along with his prize-winning essay. His family and teachers were proud of him; his classmates were envious. As the time for the trip approached, Henry seemed very tense, ill-at-ease, and irritable. He did not hang around with his regular gang. He lost his appetite, and the week before the trip he developed a

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fever. The doctor could not seem to discover what was wrong with him.

Two days before Henry was to start for New York City, he went to see the editor of the newspaper and gave him back the check for the New York trip. He said he had won it unfairly as he had copied most of his essay from an article he had accidentally found in a newspaper which had been wrapped around a package sent his mother from California. After leaving the newspaper office, he told the same story to his family and to his English teacher. His fever seemed to decline immediately. For the first time in several weeks he seemed relaxed.

Discussion

What emotions caused Henry to be so tense? (Shame, fear, worry)

Why did he feel relaxed after telling the truth? (He no longer had the emotions of shame, fear, and worry which made him tense.)

Sometimes we have emotional problems of an entirely different nature than those of Henry which cause us to be tense. Have any of you been tense and became relaxed by bringing your problems out into the open? Will you tell us about it?

We all should have at least one friend with whom we can share our emotional problems. When such problems are brought out into the open, they do not seem so serious, and we can often solve them. However, if we keep them "bottled up" within us, they become more and more upsetting and sometimes "explode" with unfortunate results to ourselves.

Do you believe that Henry's sickness was real? Have any of you ever felt sick because of some severe emotional problem? Will you tell us about it?

How many of you cry at a sad movie or while reading a sad story? Do you think sobbing or crying is a good way to relieve tension? Why or why not? (We are generally ashamed when someone else sees us sob or cry, but undoubtedly such actions help us to relax.) When, in particular, would you say that crying was a good means by which to relieve tension? (In times of serious trouble or bereavement.)

Why do army officers frequently have soldiers sing while marching?

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It is generally believed that it is not good to eat when we are frightened, worried, or angry. Can you figure out why this is true? (Because we are too tense and are liable to have an upset stomach.) It is generally better for us to take a walk so that we may calm down before eating. Do you have any other suggestions besides "taking a walk" that might have a calming effect before we started to eat? (Take a nap, listen to music, read, etc.)

Conclusion

We generally do not find happiness just by searching for it. Neither do we find relaxation by just trying to relax. Relaxation is a by-product like happiness. We generally become happy as a result of services we have done others. We can become relaxed as a result of hard work, recreation, hobbies, music, or laughter, or by talking over our problems with an understanding friend and learning to take up one problem at a time and dispose of it. I hope that you will think over these things we have discussed today the next time you feel nervous and tense.

Suggested Timing

The introduction and conclusion will take about four minutes, as will the handing out and collecting of papers and the writing of comments. The remaining time is for discussion.

Caution to Teacher

The first, second, and third incidents may be quickly discussed. Most of the discussion time will probably be focused on the fourth incident and its suggested discussion.

OUR NEED FOR FAITH

LESSON PLAN 30

Introductory Remarks by Teacher

This is the thirtieth and last lesson of our Human Relations in the Classroom—Course I. How many of you have enjoyed this course? How many of you really believe that these lessons have helped you learn more about your own personalities and your own emotional strengths and weaknesses? We hope so—that's why they were planned.

Today's lesson requires serious thinking and careful discussion. It is quite different from our previous lessons. The title of today's lesson is "Our Need For Faith". We are going to have a radio discussion program with two guests, two members of our class and an announcer.

Who do you think should be our announcer? (As in previous lessons, the class will select those who will read the parts.)

We must have a girl to read one of the guest's scripts (Miss O'Malley). Whom shall we select for this part?

What boy shall we have take the other guest's part? (Colonel Bullis)

We need a girl discussant whose name is Peggy. Who shall she be?

Who will be the boy discussant? He will be called Jack.

You four radio stars and the announcer will now come up to the microphone and I will give you your parts. (A ball, apple, etc. may be put on the teacher's desk or table to resemble a "mike"—and the five participants may stand or be seated with the announcer in the center.)

THE RADIO SCRIPT

ANNOUNCER: This is your announcer, _____, of station _____ (name of school). Today we have asked the originators of our Human Relations Class Lessons to come to this station to discuss a most difficult but

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decidedly important topic, "Our Need For Faith", with Jack and Peggy, two students from this class. Miss O'Malley and Colonel Bullis, we are happy to have you with us. Will you please start the discussion, Miss O'Malley?

MISS O'M: I am glad to have this opportunity to greet our friends in this studio and in our unseen radio audience. In our Human Relations Classes we have discussed many problems such as: Making Decisions, Assuming Responsibilities, and Establishing Worthwhile Goals. To make difficult decisions, to assume important responsibilities, or to achieve worthwhile goals we must have faith. Without faith we would fail in all these undertakings. Let us see if we can figure out just what faith is. You all know that there are different types of faith. Colonel Bullis, will you tell of some of the kinds of faith you think are important?

COL. B.: Gladly, Miss O'Malley. We should have faith in ourselves; faith in our parents, teachers and friends; faith in our country and its leaders and policies; faith in the future; and religious faith—Faith in God.

MISS O'M: I have often been impressed by the unquestioning faith which all small children seem to have. I wish we could keep that faith as we grow up. We would be much happier if we could.

COL. B.: I know what you mean. When my son was two years old, he would toddle out to the end of the springboard on the dock at our summer cottage. When I would say, "Jump," he would jump off the springboard into the deep water where I was swimming. As he hit the water, I would grab him before his head went under water. Jack, how would you describe the faith of this little boy?

JACK: He wasn't afraid of the water because he had faith in his father.

COL. B.: Can you think of anything which might happen to change his faith as the child became older?

JACK: His father might not catch him sometime when he jumped into the water. He would go under and would be

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very scared. The next time he might not jump because he had lost faith; his father had "let him down".

MISS O'M: That's right, Jack. Our friends, our parents, and our teachers may lose faith in us, too, when we "let them down". Colonel, can you relate some incident illustrating faith in ourselves?

COL. B.: Let us imagine ourselves in the circus. The girl on the flying trapeze, at the exact split second planned, hurled herself through the air with no net beneath to save her from death should she fall. Hanging from his knees on another swinging trapeze, her partner reached the end of his long swing at precisely the time she reached him in mid-air. He caught her firmly by the wrists and they swung back to safety together.

MISS O'M: Peggy, tell us what you think this proves about the faith of this girl who was a trapeze artist?

PEGGY: Well, Miss O'Malley, she probably started practicing much easier and less dangerous trapeze tricks when she was a little girl. After long and hard practice, she became more and more skillful and sure of herself. She continued training with her partner and developed great faith in her own ability and great faith in her partner.

JACK: I bet that if the trapeze broke and there was a bad accident, she would lose her faith.

MISS O'M: Yes, I believe that is true. However, I have heard of circus performers, who, when discharged from the hospital, immediately started practicing again and rebuilt their faith. The little boy may have temporarily lost faith in his father, as you suggested, but I am sure he soon regained his faith in his father as the result of other experiences.

Colonel, you spoke of faith in your country—that is what we call patriotism, is it not?

COL. B.: Yes, Miss O'Malley, in times of war. In times of peace we can have confidence in our nation's leaders and keep up our faith in our country without any great display of emotion or patriotism. Let me tell you of an incident which illustrates this. It was unbelievable that so much destruction could have been done in just a few

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hours by a river's overflowing its banks. The old man whose home and barn had been washed away in the flood, and who had lost a large part of his herd of cattle, was asked by a friend immediately after the flood if he would retire and go to live with his children. The old man answered, "No. I have faith that my country will learn to control floods of this kind in the future. My dairy products will be needed by hungry people. I shall slowly rebuild my barn and home, obtain new cattle and shall carry on the best I can."

Jack, would you say that this old man, in spite of his age and losses, had faith in the future?

JACK: Oh, yes, Colonel Bullis, I think he had faith in the future, but it seems to me he first must have had great faith in himself. Just think—he began life all over again. To do that, he certainly didn't lose faith in himself nor in his country. I also believe that if we are to have faith in the future, we must first have faith in ourselves, faith in our friends, and faith in our country.

MISS O'M: Yes, Jack. There never was a time when it was more important for us all to have faith in the future than right now. We must keep up our faith in our country and what the future may bring to us.

Colonel, you mentioned religious faith. Don't you suppose the old man in your story had religious faith?

COL. B.: I am glad you mentioned that, Miss O'Malley. Yes, I do believe he had religious faith—for to have faith in the future, we must have an abiding faith in the Higher Power, Who planned this earth and Who controls the wonders of nature. Without such faith we could not be sure that life would carry on as it has for countless centuries past.

Jack or Peggy, have either of you visited the Smithsonian Institution in Washington?

JACK: I have.

COL. B.: Did you see suspended from the ceiling, "The Spirit of St. Louis"?

JACK: Yes, that was the plane Lindbergh flew alone from New York to Paris.

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COL. B.: What can you say about the faith of Lindbergh?

JACK: He sure had plenty of faith in himself as a pilot and navigator. He also had a lot of faith in his plane and engine.

PEGGY: I think he must also have had faith that God would watch over him on this long, dangerous flight. Otherwise, he never would have had the courage to start.

MISS O'M: I am sure that you are right, Peggy. People with deep religious convictions believe that God constantly looks after them and works with them. This is the most important kind of faith any of us may have. Such faith is the best help we have to carry us through that sad period when someone very close to us dies. Such faith is invaluable when we are seriously troubled.

COL. B.: In arithmetic we can prove that there is only one correct answer to the sum of 4 and 5. We also can prove there is only one correct answer to the question, "What is the capitol of Delaware?" It is more difficult to prove that our religious faith is well founded, for no one of us has personally seen God. However, in my opinion, we have most convincing, indirect proof that there is a Divine Being, Who planned this world in which we live and Who controls the wonders of nature. An old friend of mine, A. Cressy Morrison, in his book, "Man Does Not Stand Alone", outlined many scientific facts which have helped me to have religious faith.

MISS O'M: Colonel Bullis, would you care to discuss briefly some of these scientific facts?

COL. B.: Yes, I would like to—but it is very difficult to state these scientific facts briefly but clearly. We seldom stop to think how perfectly planned is the location of the earth in relation to the sun and moon, or how perfectly timed is the rotation of the earth, or how perfectly mixed are the gases in the air we breathe. We take all of these wonders of nature for granted.

However, just think if the earth were one-quarter its present distance from the sun, nearer the sun, we would be roasted by the intense heat. If the earth were one-quarter further away from the sun, we would all be frozen. In either case living would cease.

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Our tides, as you know, are caused by the moon which is about 240,000 miles away from the earth. If the moon were only half this distance away, the tides would be so high that twice a day they would cover all our lowland and wash away our cities; and hurricanes and tidal waves would soon bring an end to the existence of humans on the earth.

Jack, do you believe that the location of the earth—at just the right distances from both the sun and the moon—was an accident?

JACK: I never thought how important it is to us that the world is exactly the right distances from both the sun and the moon. The earth might have been accidentally located in its present position, but the fact that it has stayed there for thousands of years makes me believe that the correct position was carefully planned, and that the earth has been controlled in this position these many centuries.

MISS O'M: Could a human being have this control over the sun and moon and earth?

PEGGY: Of course not. This planning must have been the work of God. The first verse in the Bible says, "In the beginning God created the Heaven and the earth."

COL. B.: Let me continue with my story. The circumference of the earth at the equator is approximately 25,000 miles. The time of the complete rotation of the earth is 24 hours so that the earth rotates on its axis at a speed of more than 1,000 miles an hour at the equator. If something happened to slow down this speed of the earth's rotation to one-tenth its present speed, day and night at the equator would each be ten times as long as they are now. These long cold nights would freeze our vegetation, and the long hot days would burn up our crops. Human life would soon be wiped out as well. If the percentage of oxygen in the air we breathe were cut in half, we would die in a short time. If the percentage of oxygen in the atmosphere were doubled, the world would be set on fire by the first stroke of lightning.

JACK: I never realized that the speed of rotation of the earth or that the correct distribution of the gases in the atmosphere were so important to all of us. Such perfect

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planning could not be just luck or accidental. There must be some Great Planner, Who worked out all of these plans in great detail.

PEGGY: That must be why God is sometimes called the Supreme Architect.

MISS O'M: The exactness of this perfect plan and the fact that man has been able to survive the storms, floods, droughts, epidemics, and wars down through the ages, in my opinion, leave us no alternative but to believe there is a Higher Force, Whom we call God, Who has made all these wonders of nature possible.

COL. B.: Let us consider this question of religious faith in another way. The homing pigeon can be carried many hundreds of miles away from his home in a box, and, when released, circles for a few seconds and then heads unerringly for home.

PEGGY: That is called instinct, isn't it?

COL. B.: Yes, let me give you a more convincing illustration. After spending many years at sea, the salmon finds his way back to the mouth of the river from which he swam into the sea years before. He unerringly swims up that side of the river into which flows the tributary in which he was born. He ascends small falls, swims through dangerous rapids, and overcomes every obstacle blocking his course to return to the exact spot where he was born.

JACK: How do you know that this fish story is true?

COL. B.: Scientists, by marking the tails of these young salmon, by keeping records, and by systematically watching for many years at the salmon-breeding places have proved that those salmon, who are not caught, fulfill their destiny by depositing the eggs from which a new batch of young salmon will be born in the very location where they themselves were born.

PEGGY: What causes this instinct to work in such a wonderful manner?

COL. B.: While scientists have proved that certain birds, fishes, and animals have unusual instincts, they have

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never advanced any positive scientific answers as to how the homing pigeon or the salmon can find their ways through the unmarked air and the uncharted waters to their homes. There must be a supernatural force, a Supreme Being, Who watches over the birds of the air, the fish of the sea, and the animals, including humans of the earth. If there were not this Divine Directive Influence back of all life, I believe our earth would have been devoid of all living things centuries ago.

JACK: Can you tell us another fish story?

COL. B.: I shall be glad to. You all know what an eel looks like, don't you? It's like a long black snake. Well, believe it or not, eels migrate at maturity from ponds and rivers all over Europe and America and cross thousands of miles of ocean to go to the strange seas south of Bermuda where they breed and die. The little eels who are born there, in some mysterious way, start their journeys back to the very ponds, rivers and lakes from which their parents came. They have to overcome strong currents, changing tides, storms at sea and the surf offshore to return to the home of their parents. Eventually reaching these places, they grow and when they mature, they also go back to complete their cycle of life in the mysterious sea south of Bermuda.

PEGGY: This is different from the instincts you told of the pigeons and salmon. You said the baby eels find their ways to the former homes of their parents. This is hard to believe.

It is difficult to conceive of any way by which these remarkable things could come about other than by belief that there is a God, Who knows of our every movement and Who comes to our help when we need Him.

JACK: Is that eel story true?

COL. B.: Scientists believe it is true, for although both European and American eels are found together in the waters south of Bermuda, European eels have never been caught in American waters and American eels are never found in European waters. Nature has delayed the maturity of European eels for a year or more to make up for the

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much greater journey they have to make in crossing the Atlantic.

MISS O'M: That story is a very interesting one, Colonel. I was just thinking that during the past centuries, although we have made great progress in education, in art and in science, we have developed no artist who can equal nature's artistic designs of our trees, flowers, birds, sunsets, and the majestic mountains against the sky. None of our engineers has designed as perfect a machine and communications system as nature's products—the beating heart and the nervous system of man. Nor can anyone explain satisfactorily in scientific terms the mystery of the creation of our world and the perfect planning that has enabled man to survive during the thousands of years past.

COL. B.: And no evidence has been produced which disproves the brief story of Creation as given in the first chapter of Genesis which starts out by saying, "In the beginning God created the Heaven and the earth."

ANNOUNCER: Thank you, Peggy, Jack, Miss O'Malley, and Colonel Bullis. I am sure that many of us who have heard this program will think about what you have said and will realize how vitally important faith is to all of us.

Discussion

How many of you have read the first chapter of Genesis in the Bible? According to this story of Creation, grass and plants and vegetation first came on the earth. Then came fish in the sea and the birds and fowl into the air. Afterwards came animals, cattle, and creeping things. After these types of life were abundant, God said, "Let us make man in our image . . . And let them have dominion over every living thing."

For centuries these words have been read and believed by people, for the Bible is the one book that has remained on the best-seller list year after year. But let us hear some of your ideas of faith.

Can any of you relate an incident that caused you to lose faith in someone else?

Did any of you ever have an experience which caused you to lose faith in yourself? Will you tell us about it?

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Can anyone remember some incident which helped to give you faith—or which helped restore faith in yourself?

All of us must have faith in spite of our many disappointments and difficulties. Can anyone quickly mention an example which would prove this statement true?

Let us discuss the question as to how our personalities are affected when we do not have faith in ourselves or in others. What kind of people are we then? (We tend to be timid, retiring, complaining, not dependable, uninteresting people. We have difficulty in making decisions and in accepting responsibilities. We have few friends.)

Can any of you think of one of your own personal experiences to prove what we have just discussed?

How are our personalities helped by our having faith? (We are confident and dependable. We make decisions easily and have no hesitancy in accepting responsibilities. We make and keep friends.)

Can you think of any happening in your own life to prove that faith was helpful to your personality?

Let us see how well you remember the emotions we have talked about in other lessons. What emotions may be aroused when others break faith with you? (Hate, sorrow, anger, worry, jealousy, etc.)

What are your emotions when you lose faith in yourself? (Despair, disgust, fear, timidity, worry, intolerance, shame, inferiority, etc.)

What emotions do you show when you have faith in your friends and in yourself? (Happiness, love, joy, hope, pride, tolerance, etc.)

Have any of you had an experience which helped you to have faith in God for His having watched over and protected you? Can you tell us about it?

Conclusion

Sir Wilfred Grenfell found himself drifting out from Labrador into the Atlantic Ocean on a small cake of ice, without food, without any means of lighting a fire, and with only his dogs beside him. In danger of freezing to death, he killed three of his dogs, skinned them and wrapped their furs around his own body. By morning he was miles out at sea. Using the frozen legs of the dogs tied together for a flagpole, he put his shirt at the top and waved it frantically for hours

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without results. Snow-blinded, with hands and feet frozen, Dr. Grenfell was finally rescued by fishermen who had seen his shirt waving. In telling of his experiences, Dr. Grenfell said, "I can honestly say that not a single sensation of fear crossed my mind because of my own faith in the mystery of immortality."

While great things have been accomplished by leaders like Dr. Grenfell because of their faith that God was working with them, we should understand that religious faith also can help every one of us in our everyday activities in our everyday life. We all must have faith to live happily from day to day and to face the future unafraid.

Suggested Timing

The radio script will take from ten to fifteen minutes to have read; the handing out and collecting of the papers and the writing of comments will take about five minutes; the remaining time is for discussion.

Caution to Teacher

The radio script will be most effective if well read. Therefore, if you can plan to select the readers a day or so before the lesson, you may supervise the rehearsal of their reading at your convenience.

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TEACHER AID VI

In Chapter I we stated that these Human Relations Classes were no panacea for all the behavior problems of children in our schools. Nor do we think that we can greatly improve the human relations of the children who have taken the course for just the thirty short lessons. One can not master algebra in thirty short lessons; consequently, it cannot be expected that one can master the much more complicated and difficult problem of adjusting to life in this short period. To learn to live with ourselves is an art. To learn to get along well with others is an art. To become proficient in these two arts means that we must start very early in life, have understanding parents, friends or teachers to guide us in these arts, and we must practice patiently and persistently year after year in order that we may develop the type of personality that will make us well liked by others and happy in our human relationships.

In the past many special activities in the schools have been focused on the maladjusted and the exceptional child. Our course in human relations has been so named as it is not focused on the maladjusted but on normal boys and girls. The purpose of these classes is to help our boys and girls develop more robust personalities so that they may face up to emotional problems later in life without breaking down.

Parents, teachers, and principals have informed us that many of the boys and girls in the Human Relations Classes in the past year have gained a better understanding of themselves and of their emotional strengths and weaknesses, and have undoubtedly been helped by discussing freely their many everyday, emotional problems. However, only one teacher in a large school cannot make much progress in improving human relations in that school even though his or her Human Relations Classes are well conducted. She must have the understanding cooperation of other teachers in the school and of its administrators, if real progress is to be made.

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In one school I was discussing at a teachers' meeting the problem of a certain very shy boy. We had been unable to find any activity in which this boy excelled to any degree. We wanted in some way to build him up in his own estimation and in the estimation of his classmates. The art teacher in that school spoke up in the meeting saying, "I would like to see what I can do for him within the next couple of weeks." The boy was just average in his art work. He liked art but had shown no particular flare for it. The art teacher selected his best drawing, carefully mounted it, and then framed it. She hung it in her room as "The Drawing of the Week". It was remarkable how the mounting and framing seemed to improve this ordinary drawing. The other boys and girls and the teachers who came into the room looked at the drawing and found its best points. The shy boy was praised and secretly was very much pleased. In the next two or three weeks his art work improved greatly, and after several weeks he had produced some drawings which were really worthy of being labeled "The Drawing of the Week". The ingenuity of this teacher did more to help us establish confidence in this shy boy and to bring him into closer relationship with other pupils than anything else we had tried during the year.

Similarly shop-work teachers, music teachers, and athletic coaches have cooperated and have been able to build up the confidence of certain boys and girls in a way which has been very helpful to their personality development. As our Human Relations Class work develops, we are hoping to find practical ways of interesting more and more of the teachers in the emotional growth of their students other than the teachers who are giving this course.

When our Human Relations Class project was started last Fall, we had planned it for 7th and 8th grade pupils. However, because of the decided success we have had with it even in the 5th and 6th grades, we have decided that the 30 lessons and 6 teachers' aids we have used this year will be published in textbook form and recommended for use in 5th, 6th, or 7th grades. During the coming year we are going to try out experimentally, as we have this year, a second set of 30 more advanced lessons as Course II. These lessons will be for boys and girls who have completed Course I. We hope that this second course will eventually be used in 7th, 8th, and 9th grades and in high-school guidance classes.

I am personally convinced that about the last time we can

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use this type of lessons successfully to the end that our boys and girls may improve their personalities is during the early adolescence period (11-15 years). After that period in life, I am of the opinion that the personalities of the boys and girls have pretty well "jelled". After this age has passed, it takes a decided emotional upset or long and continued counseling to help change their personalities. We have been much pleased, however, with the success that these same classes in New York City schools have met in higher grades up to 12th grade, as part of guidance courses. The discussion in these 12th grade courses has been much less free than in the 6th or 7th grades. The boys and girls in these advanced grades, however, have gained better insights as to their personality development, and, according to the teachers, the information that the students in these advanced classes have gained has been decidedly worthwhile. I doubt, however, if many personalities will be changed as a result of classes with this age group.

At various times I have been asked to appraise hospitals, institutions, social-work agencies, and schools from a mental hygiene standpoint. In order to make this appraisal, it has been necessary for me to draw up certain criteria to go by. Perhaps this criteria may be helpful to certain school administrators and to others interested in education in evaluating their own school system from the mental hygiene viewpoint.

Every school, as it renders service to its students, is either helpful or harmful, from the mental hygiene outlook, to the health of its students and, incidentally, to the health of its teachers. An objective appraisal of your school by considering the following questions raised should be interesting to you. Remember, these appraisal questions are suggested because of the fact that, next to the home, the school has the greatest responsibility in helping our youth build towards robust mental health.

ADMINISTRATION (Superintendent, Principal, and Board)

1. Do members of the school board visit classes in your school regularly to see firsthand the progress being made?
2. Does the administration accept responsibilities readily and make prompt decisions?

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3. Do the superintendent and principal delegate responsibility to subordinates whenever possible?
4. Are the teachers and staff well paid?
5. Do the teachers feel secure as to their future with your school?
6. Do the teachers in your school have retirement status, hospitalization plan, etc.?
7. How does the turnover of your staff compare with other schools in your vicinity?
8. Are the ideas and suggestions of your teachers given courteous consideration?
9. Is the administration interested in the child as a person, and does it foster those arrangements which help the child develop emotionally as well as physically and intellectually?

TEACHERS AND STAFF

1. Are the teachers and staff members carefully chosen, healthy, well-balanced emotionally, tolerant, and professionally capable?
2. Do the teachers have a real desire for service and are they interested in the human and emotional problems of their pupils?
3. Do the teachers take pride in the program of the school and do they feel that the administration is backing them up?
4. Is there efficient teamwork, loyalty and common purpose among members of the teaching staff and the principal, and superintendent?
5. Are the teachers zealous for continued self-improvement?
6. Are new teachers and substitutes made to feel welcome by other members of the teaching staff?
7. Do teachers have an opportunity to discuss misunderstandings in an honest fashion with the principal and superintendent?

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8. Do the teachers receive credit and appreciation for work well done?
9. Are teachers well received in the community?

SCHOOL PROGRAM

1. Does the school program take into consideration the emotional and social needs of the students as well as their intellectual and physical needs?
2. Is there an atmosphere of tolerance throughout the school?
3. Is the Parent-Teachers Association program well-backed up both by parents and teachers?
4. Is the curriculum so arranged that it may meet the needs of the children according to their various capacities?
5. Does the school help each child set goals in line with his abilities?
6. Are there cumulative records kept of students' progress through the grades, and do such records give an indication of the students' progress towards emotional maturity?
7. Are failures of students studied to find out cause, and is action taken to endeavor to prevent repeated failure?
8. Are there adequate arrangements for the exceptional pupils—the slow child, the handicapped child, the genius-type child?
9. Are there regular arrangements whereby a seriously maladjusted child may be promptly referred for psychiatric study?
10. Does the club program of the school take up too much of the overtime of the teachers in proportion to the results obtained?
11. Are there courses given in human relations or are any other steps taken to help students to adjust better to school, family, and community life?

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12. Does the school have an atmosphere of freedom so that teachers and children are able to discuss problems freely?

SCHOOL BUILDING

1. Is your school planned and equipped in a manner so that the teachers and pupils enjoy coming there?
2. Is there any rest room or smoking room where teachers may go for a few minutes relaxation, and do the teachers have any definite time during the school day when they may get such relaxation?

* * * * *

It is realized that no school official will be satisfied with all the answers to the above queries. At present, and during the next few years, schools will have difficulty in obtaining adequate teachers. Many schools have inherited teachers who are no longer effective. The purpose behind many of the appraisal questions above is to try to evaluate the morale of the staff, the atmosphere of the school, the interest of the board, and to determine whether the emotional needs of school children are being met.

If the morale of the teachers and staff is high in any school, if they radiate good mental health, children are bound to respond favorably. If the teachers are sorry for themselves, have inadequate personalities, or lack a sincere interest in their work, the children are bound to be harmed from the mental hygiene viewpoint.

The sixty-one nations who have recently signed the Constitution of the World Health Organization of the United Nations have unanimously decided that "Health is a state of complete physical, mental, and social well-being and not merely the absence of disease or infirmity." According to this definition every school has a definite responsibility for their students' health—physical, mental, and social.

H. EDMUND BULLIS.

